EL-MOASSER

DISCOVER

By a group of supervisors

PARENTS' GUIDE





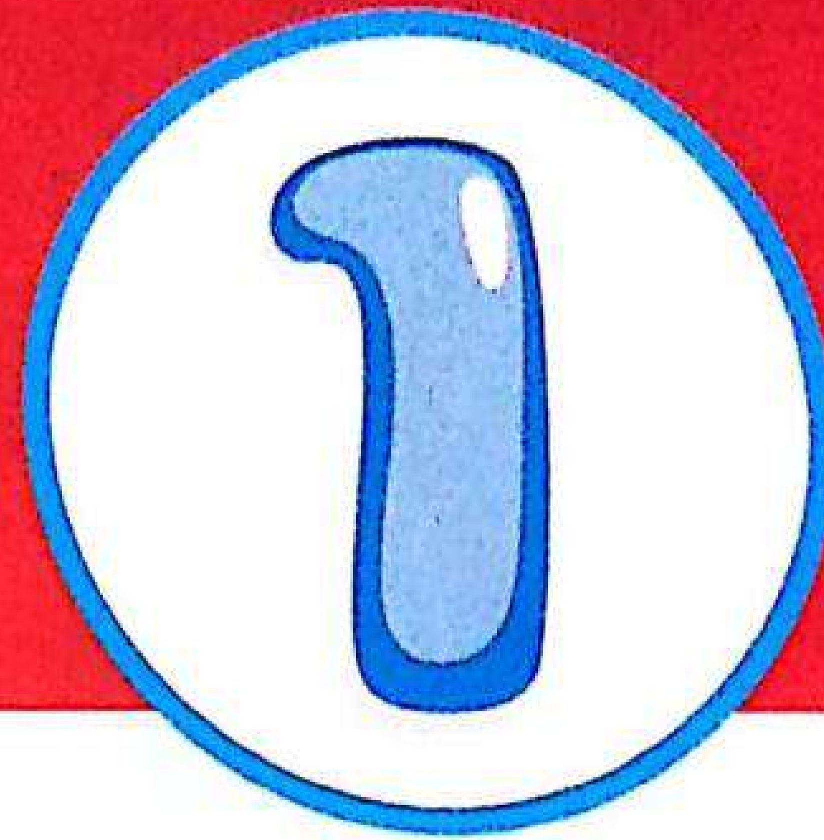
Interactive Application
For Distance Learning

Multidisciplinary

3rd Primary 2021

FIRST TERM

THEME



Who Am I ?
Living Healthy







Chapter 1 Making A Stronger Me



Life Skills

Activity 1 Read and Learn.

Life skill

It is a something we practice and then hope to learn to do well.

Examples of life skills :

1. Collaboration

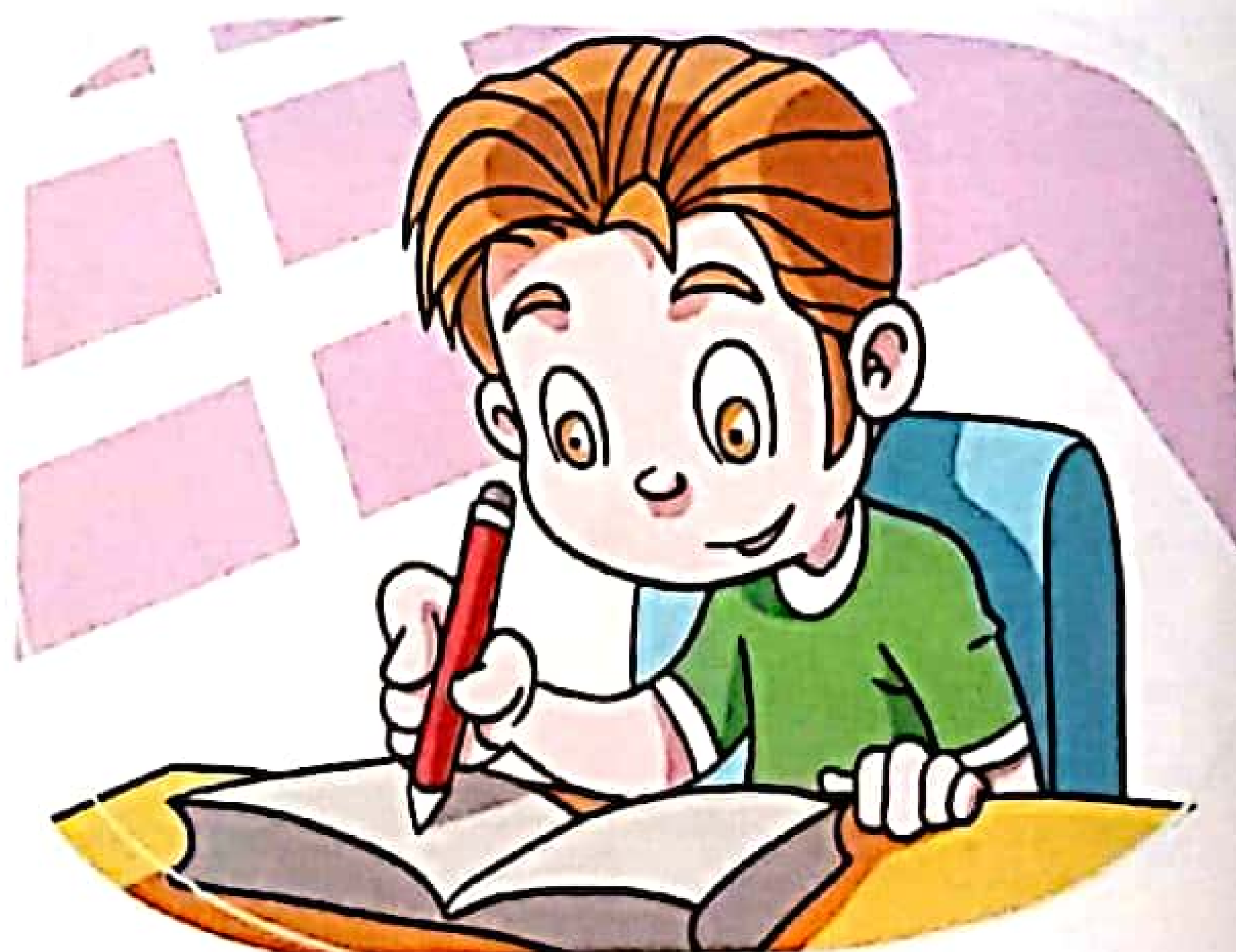
It means working together to reach or to do something.



2. Communication

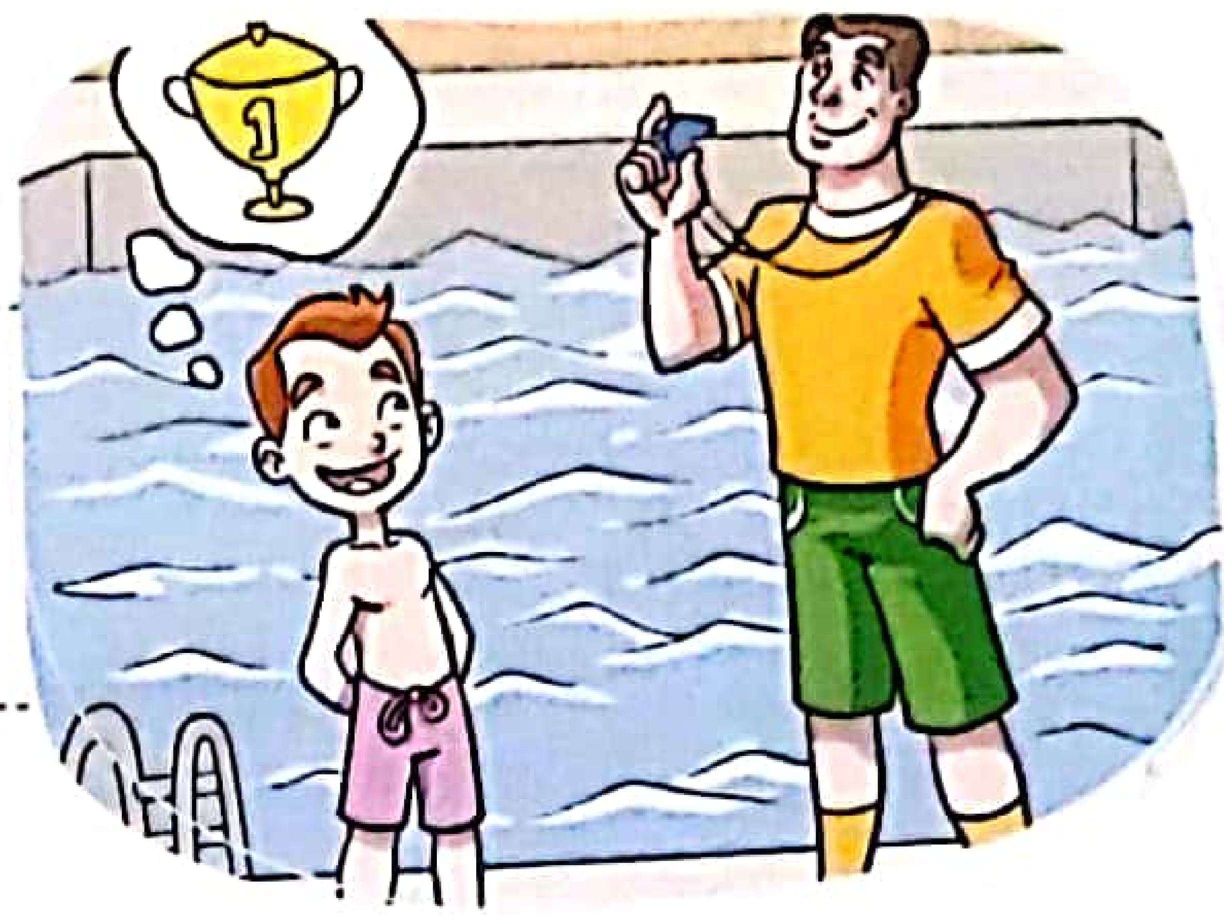
It is a big part of collaboration, we communicate our ideas and our feelings in many ways such as [drawing & writing].





Notes for parents

- Help your child to read the text without a mistake.
- **Integration of subjects :** English (reading) – Science (communicate information with others in oral and written forms).
- **Life skills :** Collecting data – Observation.



3. Self-management

It is working on small goals in order to reach bigger goals.



4. Critical thinking

It means to slow down and consider our own thoughts and our thinking process.



5. Decision-making

It is the act or process of deciding something especially with a group of people.



6. Empathy

It is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.

- Discuss with your child that there are many ways for communication such as (talking, writing, listening and body language).

Activity ② Evaluate yourself by sticking stars in front of the skills you are good at.


I am good at organizing my things.


Good

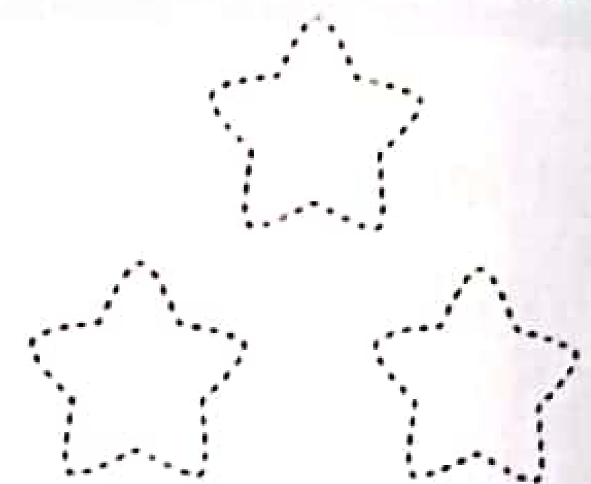

Very good

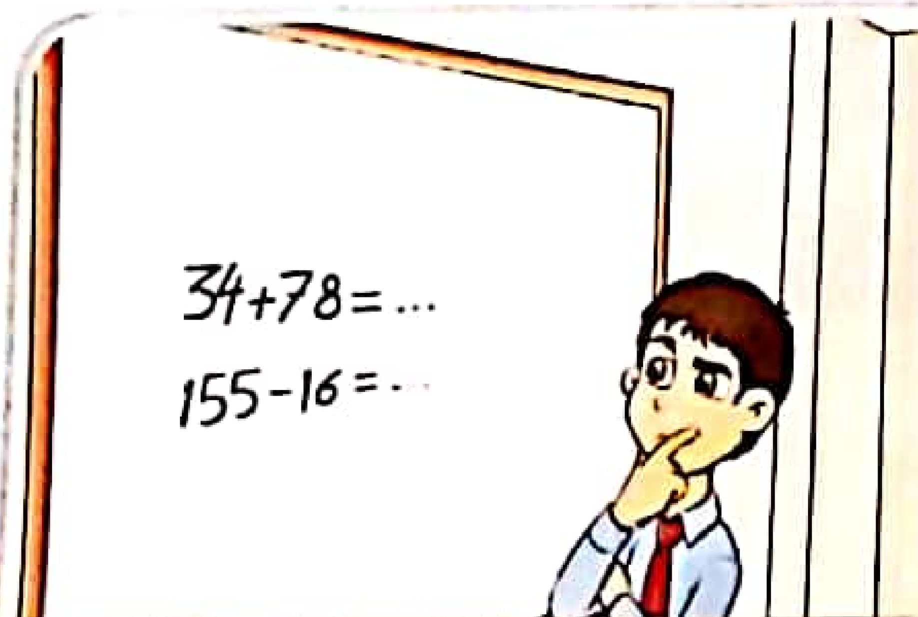

Excellent


I am creative to show my ideas.

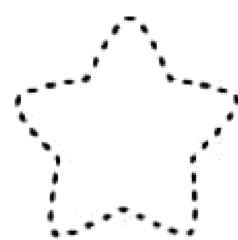

Good


Very good


Excellent



I find ways to solve my problems.


Good


Very good


Excellent


I communicate my ideas with my friend.


Good


Very good


Excellent

Notes for parents

- Let your child to evaluate him/herself by sticking stars in front of the skills that he/she is good at.
- **Integration of subjects :** English (reading) – Science (communicate information with others).
- **Life skills :** Sharing – Self-expression.



It is easy for me to explain my thinking.

Good | Very good | Excellent



I like to set goals easy to reach.

Good | Very good | Excellent



I listen and respect other's opinions.

Good | Very good | Excellent



I feel happy when I play with my friend.

Good | Very good | Excellent

Note
The stickers are at the end of the book

Lesson 2

1. Using Critical Thinking Skills

Activity Look at the following pictures which represent small parts of the big picture, then complete by using these words.

Fish - Fabric - Owl - Peacock



- I am a beautiful bird.
- My tail has colorful feathers.
- I spread my tail in the form of a large fan behind me.

Peacok..................

- I live in water.
- I can move with my fins.
- I have scales on my body.



fish..................



- I have big eyes that provide good night vision to catch my preys.
- I have strong beak, strong legs and sharp claws.

.....Owl...............

- I am used for making clothes, carpets, towels, ... etc.



tailor...........

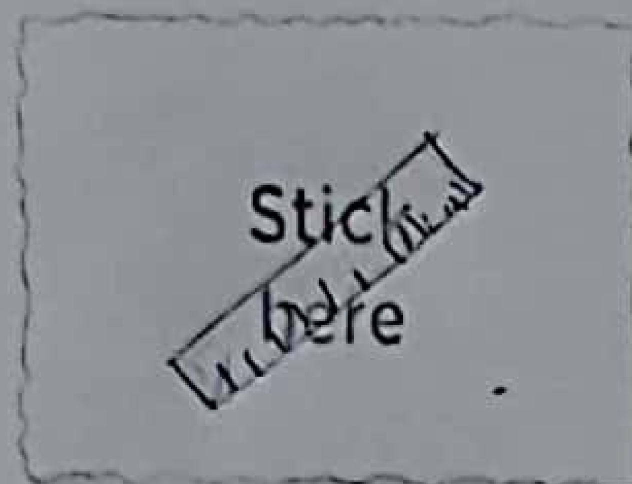
Notes for parents

- Let your child read the information without a mistake.
- Help your child to solve the riddles by using his/her critical thinking.
- **Integration of subjects :** Science (using critical thinking skills) – English (reading and writing).
- **Life skills :** Critical thinking – Observation – Problem-solving.

2. Riddles

Activity Using the critical thinking strategy to answer the following riddles by sticking the suitable picture in the right place and write its name from the following words bank.

Cube - Fridge - Letter "M" - Thermometer - Ruler



I am used to measure the lengths of short objects such as a book or a pencil.

r er



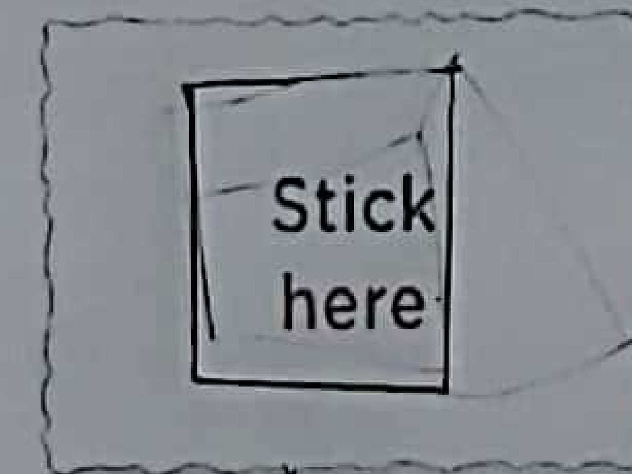
I am used to measure the temperature of the body.

Thermometer



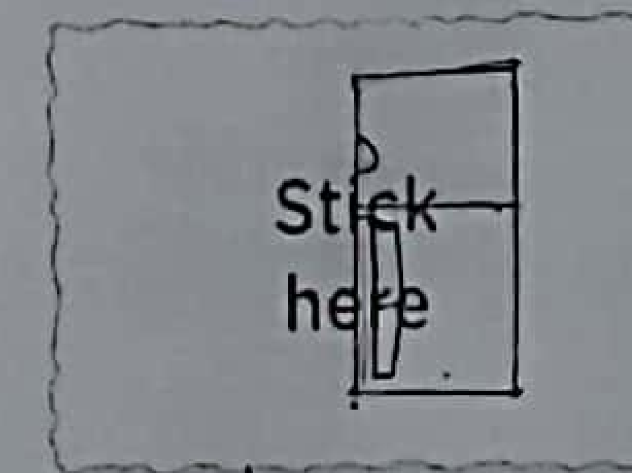
I come once in a minute, twice in a moment, but never in a thousand years.

Letter M



- I have 12 edges, 8 vertices and 6 faces.
- All my faces have the same size. Each face is a square.

cube



- I am in the kitchen.
- I keep things cold.

fridge

Note The stickers are at the end of the book

- Let your child solve the riddles using his/her critical thinking.
- Help your child to know what is the meaning of strategy (it is a plan or method to reach a goal or solve a problem).
- Discuss with your child the different skills of critical thinking strategy such as : Observation – Analysis – Communication – Problem-solving.
- **Integration of subjects :** Science (using critical thinking skills) – English (reading and writing).
- **Life skills :** Problem-solving – Critical thinking – Observation.

- What is the measuring unit of short lengths ? cintimeter
- What is the measuring unit of long distances ? meter
- What is the measuring unit of a large mass ? kilometers

• **Complete the table**

Names of racers	Distance jumped (cm)	Mass (kg)
Amir	13	40
Sarah	65	23
Adam	76	20
Ramy	50	35
Hana	18	46

• **From the table complete :**

1. Sarah jumped a distance of 65 cm, because its mass is 23 kg.
2. The mass of Hana is 46 kg, while the mass of Amir is 40 kg.
3. Adam jumped a distance of 76 cm, while Ramy jumped a distance of 50 cm.

• **Choose :**

1. The mass of Adam is 20 the mass of Amir.
(lighter than - heavier than)
2. The mass of Hana is 46 the mass of Ramy.
(lighter than - heavier than)

• Discuss with your child that he/she must practice collaborating to be able to solve problems

Lesson 4

Presenting Data

Activity
- On the sports day of the week, Miss Sarah decided to set up a higher-jump competition for some students and recorded the data below.
- Use these data to complete the table in the opposite page, then graph these data and answer the questions.



Miss Sarah recorded this data :

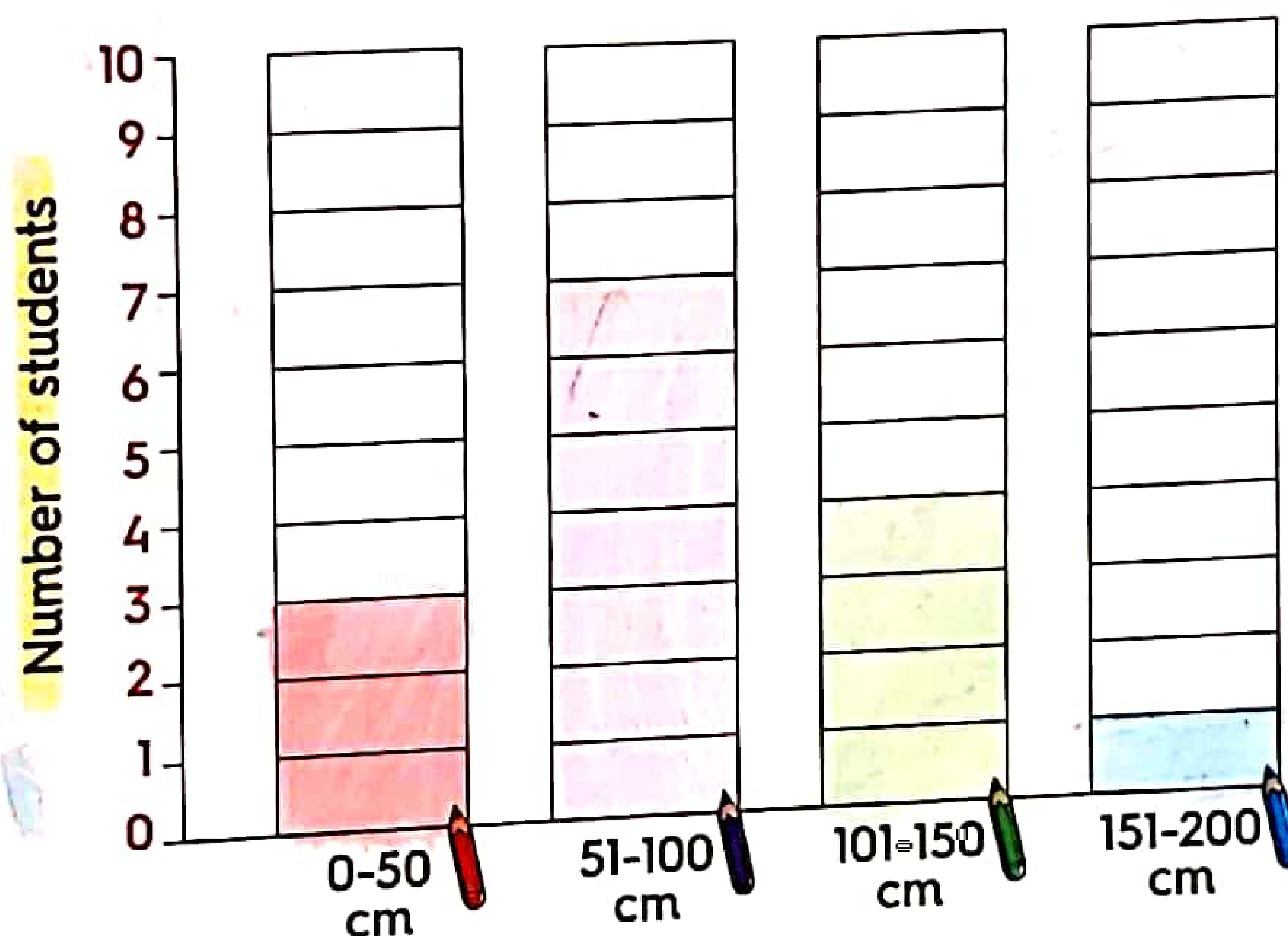
- Three students jumped from 0 ⇨ 50 cm
- Seven students jumped from 51 ⇨ 100 cm
- Four students jumped from 101 ⇨ 150 cm
- One student jumped from 151 ⇨ 200 cm

Notes for parents
- Discuss with your child that graphs help us see similarities and differences between groups.
- **Integration of subjects :** Math (bar graph) – English (reading and writing).
- **Life skills :** Verbal communication – Collecting data – Observation.

• **Complete the table from the previous data :**

Height of jump	Number of students
0 ⇨ 50 cm	....three..............
51 ⇨ 100 cm	....Seven..............
101 ⇨ 150 cm	....four..............
151 ⇨ 200 cm	....One..............

• **Make a graph for these data using the color codes on the graph :**



• **Complete :**

1. The range of height of jump of the greatest number of students is ....51-100... cm.

2. The number of students that jump from 101 to 150 cm is four........

3. The range of height of jump of the least number of students is ..151-200.. cm.

4. The number of students that jump from 0 to 50 cm is ..Three......

• Let your child draw a bar graph using the above table.
• Help your child to know that the graph is more helpful than sentences for quickly communicating data.
• Discuss with your child that when he/she draws a bar graph, it is a decision-making skill.

Lesson 5

1. A New Year



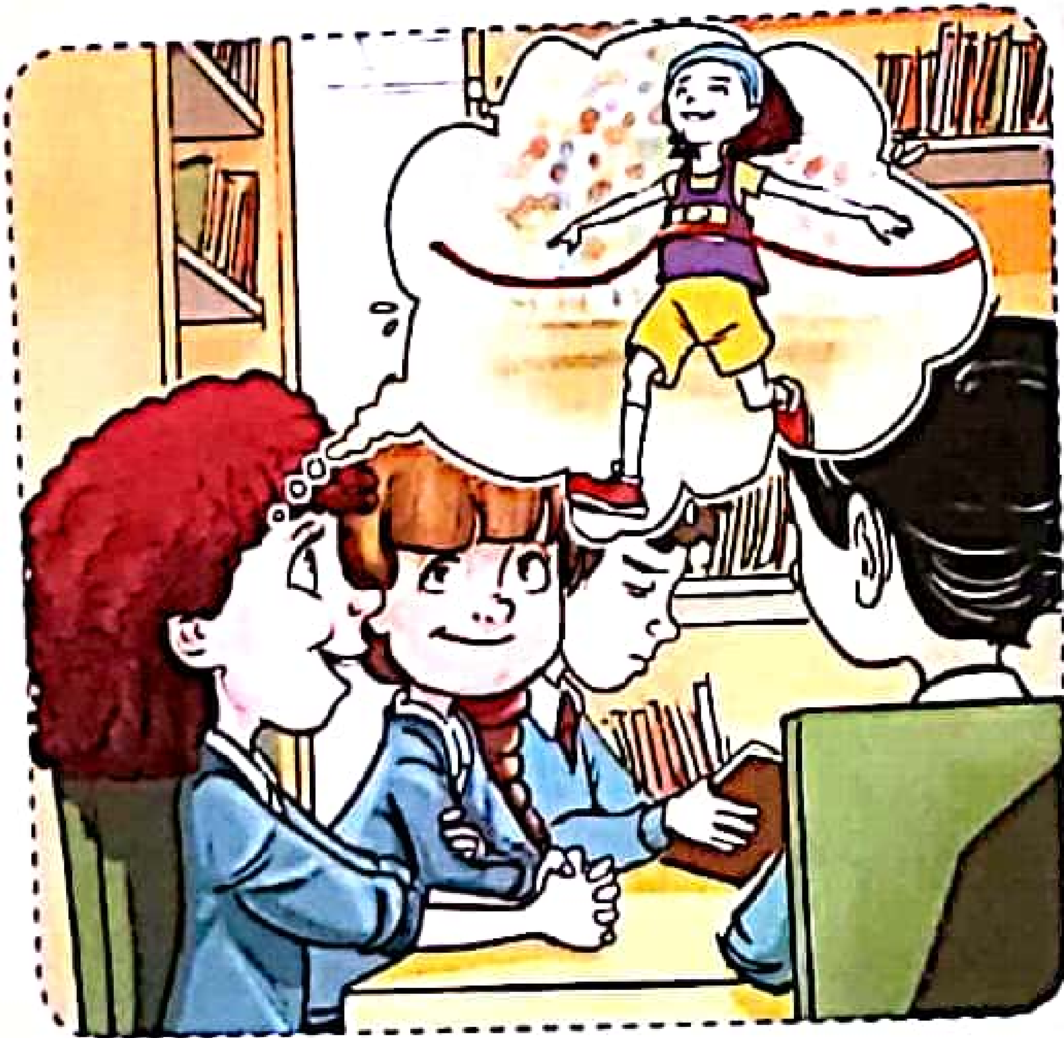
Activity **Read the following story, then answer the questions.**



In the morning Adam went to his new school and there, he met his friends Sarah, Omar, Amira and Bassem. Adam said to them, "How are you ?" They said, "We are fine. How are you, Adam?" He said, "I am fine". Adam said, "I am very pleased to meet you. We will do our project in the classroom together.



"Each of us must give his opinion to do the project." Omar said, "So what do you think, Adam ?" Adam said, "We will do a drawing competition".



Sarah laughed and said, "This is a competition that does not benefit our health. We must do a competition for running, because sport is important to our health and our body."



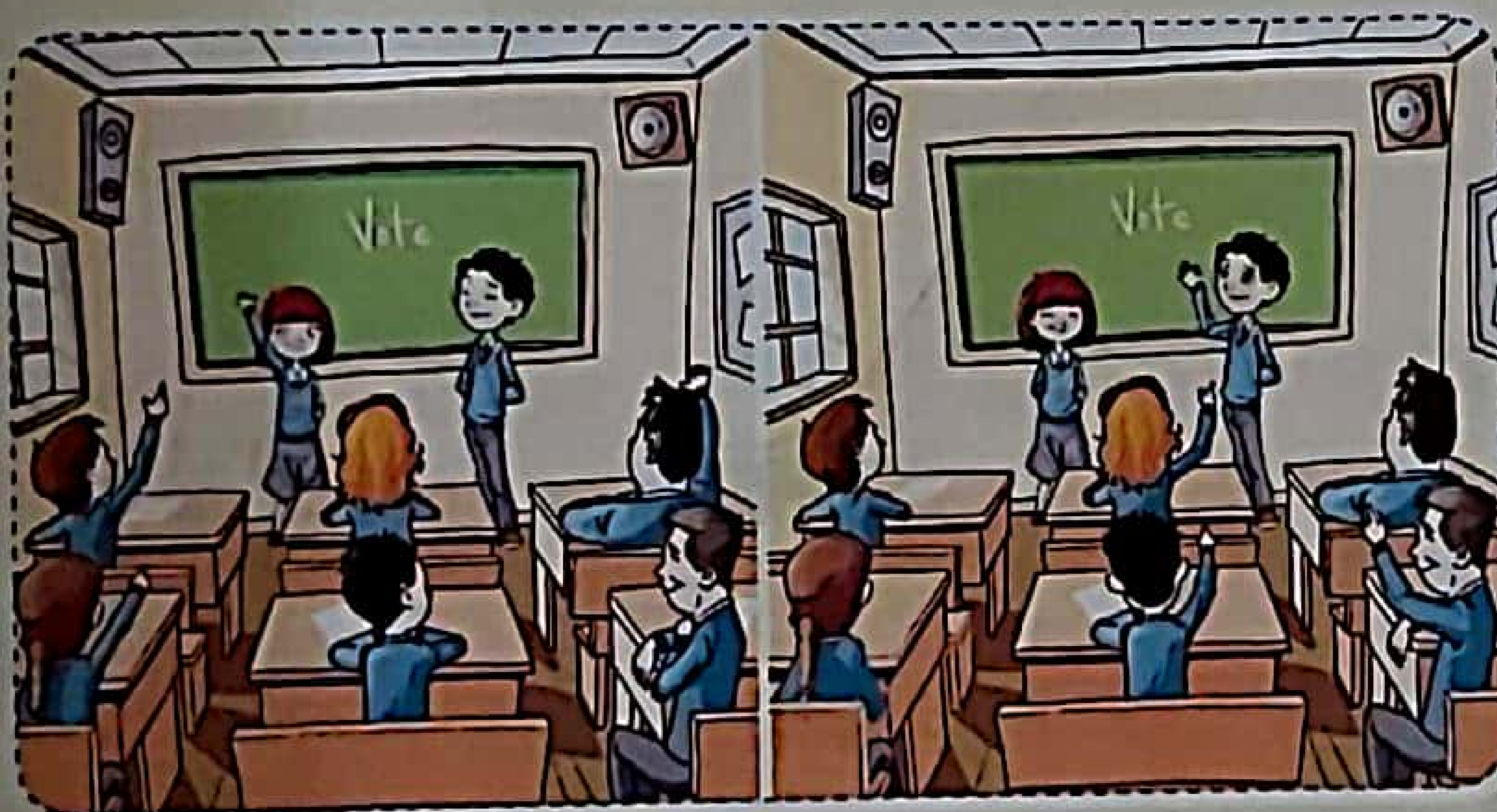
Adam was angry at Sarah and walked out.

Notes for parents

- Let your child read the story without a mistake.
- **Integration of subjects** : English (reading and writing) – Economic and applied sciences (family relations and community safety)
- **Life skills** : Empathy – Endurance – Collaboration.

When Adam came home and sat with his family to have lunch, he told them what Sarah had done and she laughed at him. His father looking at him worried said, "We must collaborate, Adam, and must have endurance and empathy for our friends". His mother was not pleased with Adam's behavior and said, "We must be collaborate, listen and learn from each other's ideas". Hana said, "You must apologize to Sarah and take a vote". Adam said, "That's a great idea".





On the next day, Adam went to school and apologized to his friend, Sarah and said, "We must take votes in order to know the best idea". When they took the vo[illegible], votes for Adam are the same as votes for Sarah.

- **Complete :**

1. ...Sarah and ..Adam.. are the characters of the story.
2. Collabration, empathy and endurance are from life skills that we studied in this story.
3. Adam's idea is .... and also, Sarah's idea is ....

- Discuss with your child that we must have endurance and empathy for our friends.

2. What Would You Do ?

Activity Match each picture with the suitable reaction.
[Note : There may be more than one correct answer].


Your friend makes something wrong.


Your friend makes fun of you.


Your friend doesn't listen to ideas.


Your friend tells your secret to other friends (or your friend spreads a rumor about you).


Your friend makes a wrong behavior with you.

Ask your friend to stop.

Walk away and find other friends to be with.

Say nothing and walk away.

Ask for an apology.

Be a friend, listen, support and speak up.

Notes for parents

- Let your child read each statement and match it with the suitable reaction.
- Discuss with your child how to deal with hurtful behavior of his/her friends.
- **Integration of subjects :** English (reading) – Economic and applied sciences (childhood development).
- **Life skills :** Verbal communication – Respect others.

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Commercials



Activity **Design a commercial and draw it by using the following information.**

The product : Three pieces of chocolate cake.

It costs : L.E. 6

Its description : Three small pieces of chocolate cake in a box.

Its components : Flour, eggs, milk, vanilla, baking soda, sugar and chocolate.



My Commercial

- Help your child to design a commercial and draw it in an interesting way using the given information in his/her commercial.
- **Integration of subjects :** English (reading) – Art (drawing) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Critical thinking – Self-expression.

Lesson 7

Your Assessment

Activity Look at the following commercial, then answer the questions be

Natural juice provides our bodies with minerals and vitamins.











Orange Apple Mango Guava

The product : Natural juice.

It costs : L.E. 4

Facts about the product : It contains natural fruit with different flavours.

• Complete :

1. The product is ....

2. It costs ....

3. Facts about the product ....

....

• Is there enough information about this product ?

Yes ◯ No ◯

• Do you prefer this product or not ?

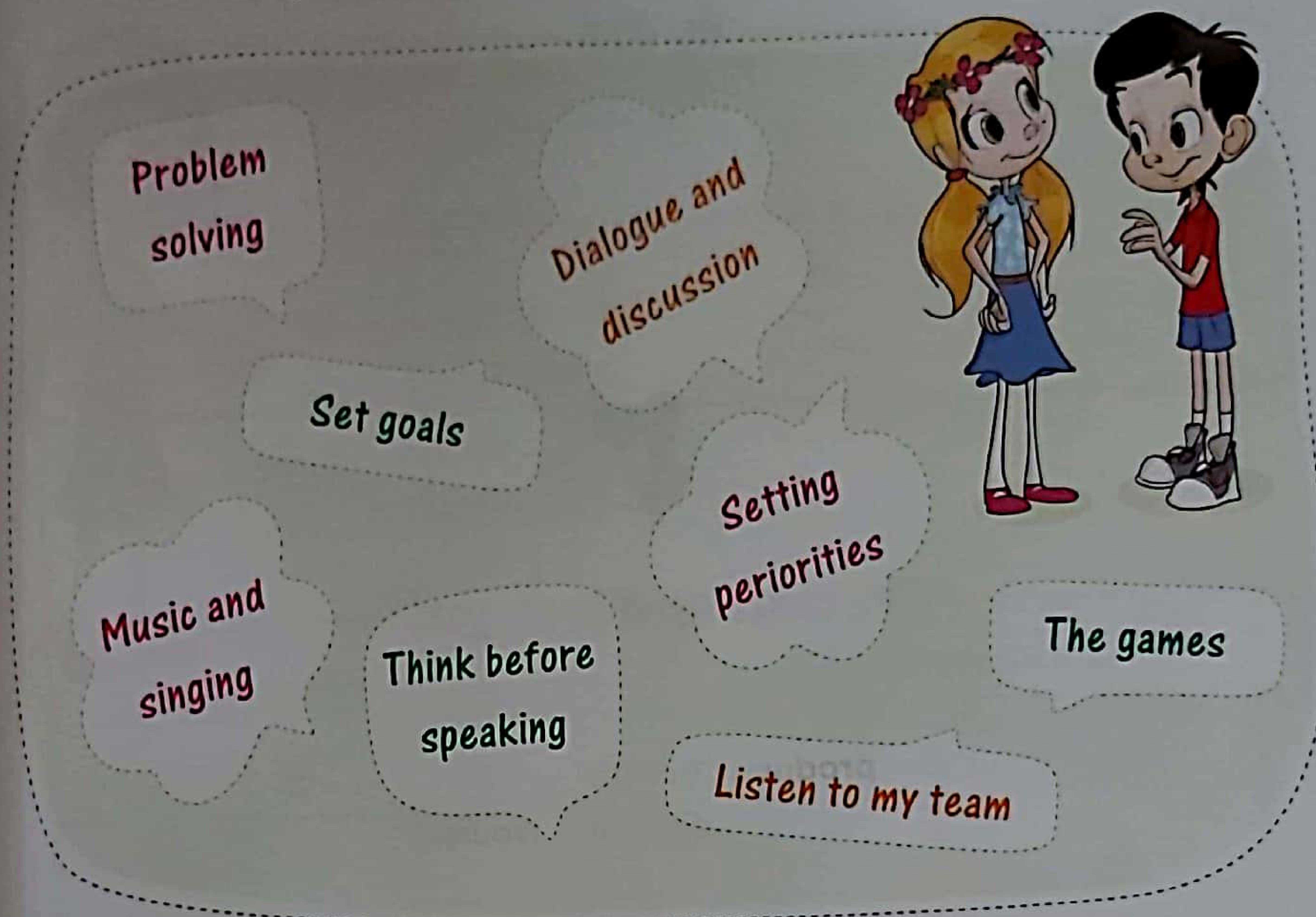
....

Notes for parents

- Let your child read the commercial and assess it.
- Discuss with your child whether he/she will buy the product or not.
- **Integration of subjects :** English (reading and writing) – Economic and applied sciences (nutrition and food science
- **Life skills :** Verbal communication – Observation – Critical thinking

1. Strategies I Can Use

Activity Read the following strategies that are used for life skills, then answer the questions. [Note : The child may choose one or more answer].



• Choose :

1. We use .... strategies in critical thinking.
   - a. music and singing
   - b. think before speaking
   - c. problem solving
   - d. (b) and (c)

2. We use .... strategies in self-management.
   - a. set goals
   - b. the games
   - c. setting periorities
   - d. (a) and (c)

3. We use .... strategies in communication.
   - a. music and singing
   - b. dialogue and discussion
   - c. set goals
   - d. (a) and (b)

- Let your child read the strategies and answer the questions.
- Discuss with your child that the answers to questions are : (d)
- **Integration of subjects :** Economic and applied sciences (family relations) – English (reading).
- **Life skills :** Good listening – Verbal communication.

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2. My Goal



Activity **Set a goal for yourself, then write it and complete the diagram.**

My goal

....

....

....



Life skills used in my goal

....

....

....



Strategies used to improve life skills

....

....

....

Notes for parents

- Help your child to set a goal for her/himself and give opinion.
  like : – I want to learn to play guitar. or – I want to become a good swimmer.
- Discuss with your child the life skills that he/she used and the strategies used to improve these life skills.
- **Integration of subjects :** English (writing) – Economic and applied sciences (family relations).
- **Life skills :** Setting clear goals – Self-expression.

Our Class Pledge

Activity Read and learn.



Our Class pledge

Pledge : Make a promise that I will do something.

We pledge to..
Stick up for one another

We pledge to..
Listen to one another

We pledge to..
Apologize and forgive

We pledge to..
Treat each other with respect

We pledge to..
Help each other learn

We pledge to..
Never give up on one another

We pledge to..
Use kind words

We pledge to..
Raise our hands to speak.

We pledge to..
Include everyone

- Let your child read the class pledge poster and give opinion.
- Discuss with your child that the pledge is written as a poster, poetry, a story, a poem, a drawing, ... etc.
- **Integration of subjects :** English (reading) – Economic and applied sciences (family relations and community safety).
- **Life skills :** Verbal communication – Good listening.

I HAVE LEARNED THAT



- Empathy
- Collaboration
- Decision making
- Communication
- Critical thinking
- Self-management

Some strategies used for life skills

Problem-solving	Dialogue and discussion	Listen to my team
Think before speaking	Music and singing	The games
Telling stories	Set goals	Setting periorities

Pledge : Make a promise that I will do something.

Lesson 10

PROJECT

A Stronger Me

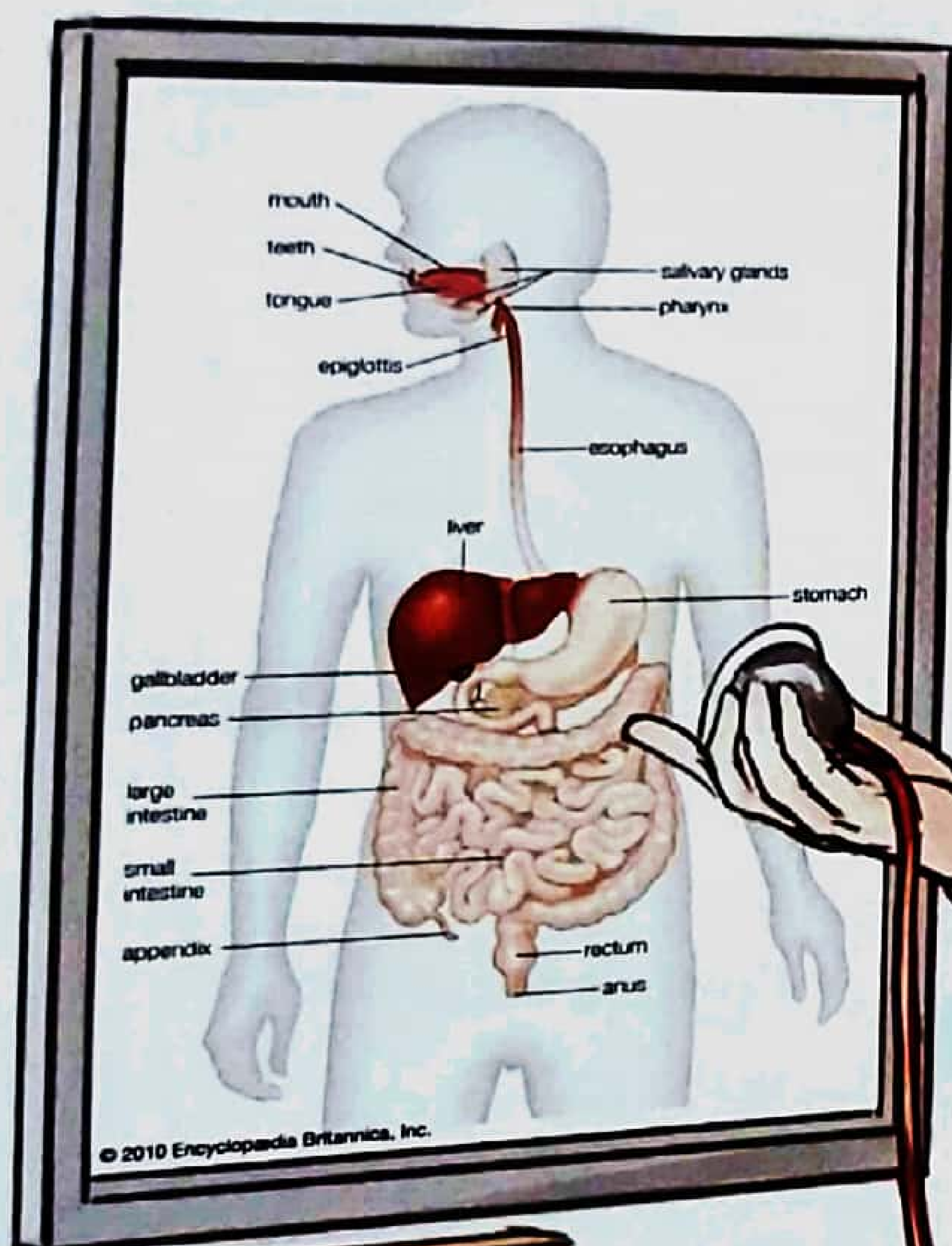
Create a way to show the stronger you. You can write a story or poem or draw a picture or choose another way.



• Help your child to create a pledge in a form of a poem, a story or a drawing.

Chapter 2

Making A Healthy Body



Lesson 1

1. Adel's Choices

Activity Read the story, then answer the following questions.

Adel likes eating junk food as pizzas, burgers and drinking soda. His mother told him that he must eat healthy food like vegetables, cereals, bread, fruits, chicken and fish.



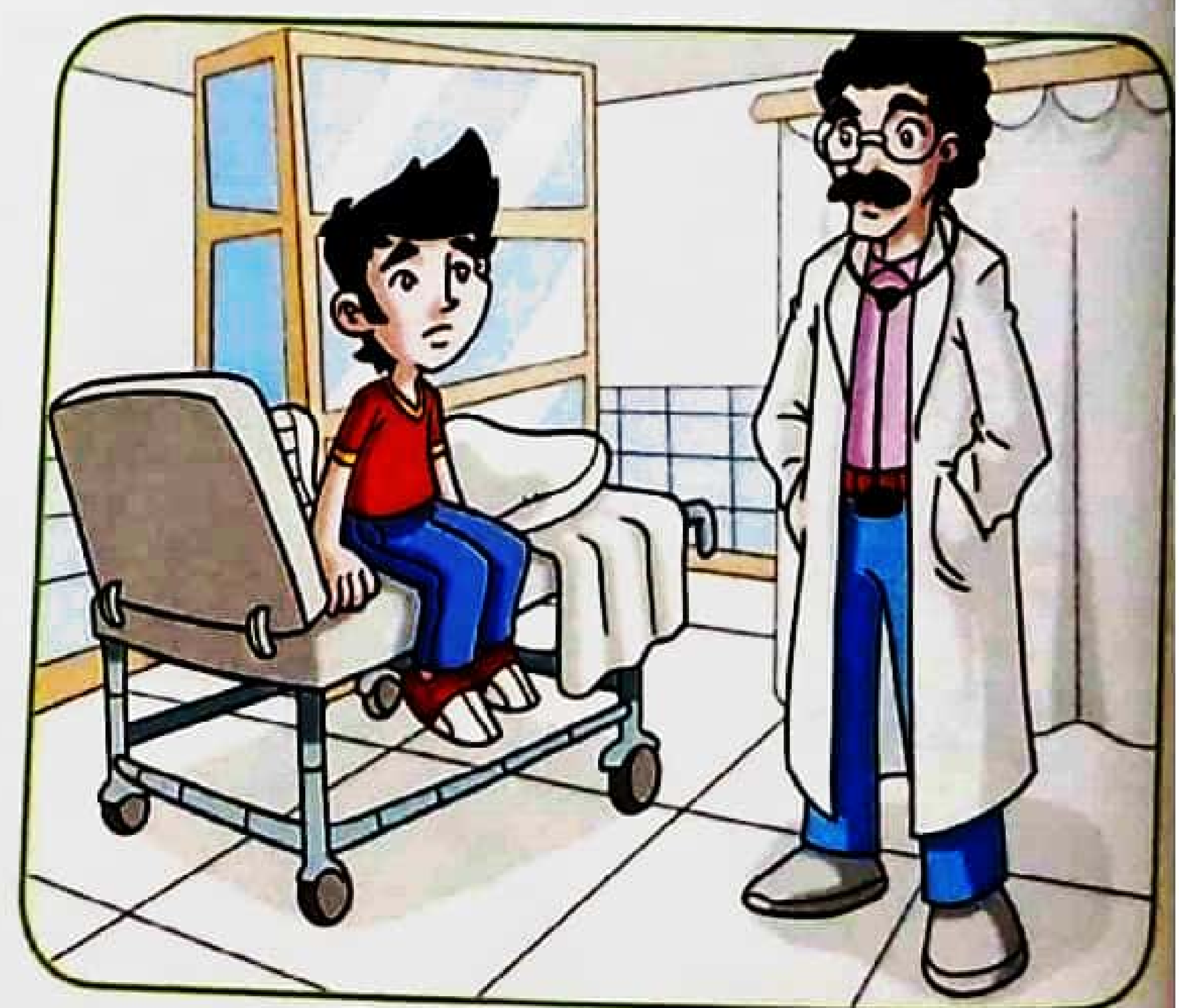
Adel just kept ignoring any advice, so his mother decided that she would not cook food for him. She told Adel to prepare food for himself.



He ordered pizzas, burgers and soda everyday, **Adel** felt extremely happy when eating those junk food.

Gradually, however he realized that he wasn't enjoying junk food as much as he did before.

He started to feel sick and lazy , so he went to the doctor.



Notes for parents

- Help your child to read the story thoroughly.
- **Integration of subjects :** English (reading) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Observation.



Adel apologized to his mother and told her that he was wrong.
She told him that he must follow the healthy habits, such as : having a balanced diet, exercising regularly, eating fresh fruits and vegetables and drinking a lot of water.



Adel felt encouraged. He began eating vegetables and fruits. He exercised daily, so he felt happier than before.

- **Put ✓ or ✗ :**

1. Habit is a choice we make everyday or regularly. ( )
2. Drinking soda is a healthy habit. ( )
3. Unhealthy food makes you feel sick and lazy. ( )

- **Choose the correct answer :**

1. .... are from healthy food. (Pizzas - Vegetables - Burgers)
2. Regular exercise is a/an .... habit. (healthy - unhealthy)
3. .... are from junk food. (Cereals - Fish - Burgers)

• Discuss with your child what it means to have a healthy body.

2. Healthy Or Unhealthy

Activity Write **"healthy"** beside the good situations and **"unhealthy"** beside the bad situations.



Eating vegetables and fruits. ....healthy....

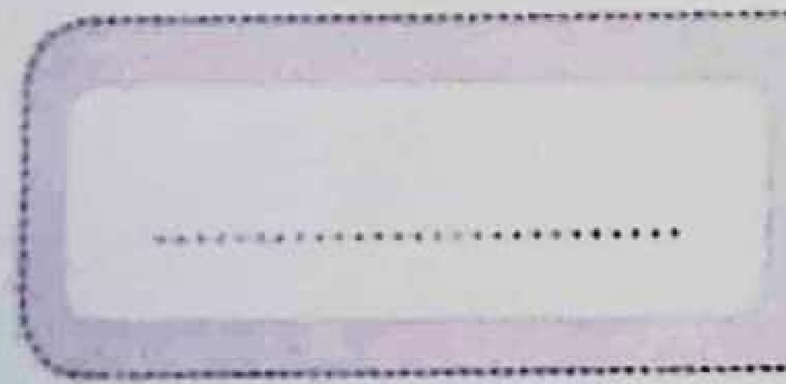


Not eating breakfast every morning.





Playing video games for many hours. ....



Washing your hands after going to the bathroom.





Sharing your feelings when you are sad or upset. ....



Watching TV for a long time.



Notes for parents

- Discuss with your child other examples of healthy and unhealthy habits.
- **Integration of subjects :** English (reading and writing) – Science (healthy and unhealthy habits).
- **Life skills :** Differentiation – Verbal communication.

3. My Choices

Activity Rearrange the sentences to describe each picture.



my | daily | Brush | teeth

I must ....



a lot of | the day | Drink | water | throughout

I must ....



hours | everyday | sleeping | Get | enough

I must ....

- Help your child to set a goal for making healthy choices.
- **Integration of subjects :** English (reading and writting) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Setting clear goals.

Lesson 2

1. Healthy Habits



Activity 1 **Read the paragraph, then answer the questions.**

Stay positive and calm :

Subheading : These words tell you what you are going to read about.

Getting busy with television and video games can negatively affect the brain, memory and vision. They can cause stress. Anger and worry also make you tired. When something goes wrong, it is important to have a positive attitude. It is good to take time to enjoy quiet activities that calm you, like :reading, listening to music and drawing. Staying positive and calm improves your mood and can also help your body fight some illnesses.



Reading is a quiet, calm activity

Caption : It gives us information about what you can see in the picture.

- **Put ✓ or ✗ :**

1. Video games have bad effects on the brain and vision. (
2. Staying quiet and calm makes you tired. (

- **Answer the following questions :**

1. What will you do when something goes wrong ?

....

2. What is your favourite quiet activity ?

....

Notes for parents

- Help your child to identify the subheading at the top of a paragraph and the caption below the picture.
- Help your child to read the paragraph thoroughly.
- **Integration of subjects :** English (reading and writing) – Science (healthy habits).
- **Life skills :** Verbal communication – Observation.

Activity ② Read the following paragraph, then put a suitable subheading for it and a suitable **caption** below the picture.



....

....

....

Being active is one of the best things we can do to keep our bodies strong and healthy, so it is recommended that we do at least 60 minutes of physical activity everyday. Physical activity keeps your heart strong and more efficient. In general, staying active can improve your mood and help you concentrate in your school.

• Answer the following question :

What is the importance of exercising regularly ?

....

....

- Help your child to read the paragraph thoroughly.
- Discuss with your child the suitable subheading and caption.
- **Integration of subjects :** English (reading and writing) – Science (healthy habits).
- **Life skills :** Verbal communication – Observation.

2. Healthy Habits Tracker



Activity Use this chart to check off the things you do each day to keep your body healthy.

Healthy habits	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Get breakfast.							
Do exercises.							
Drink enough water.							
Wash hands.							
Eat vegtables and fruits.							
Get enough sleep.							

Notes for parents

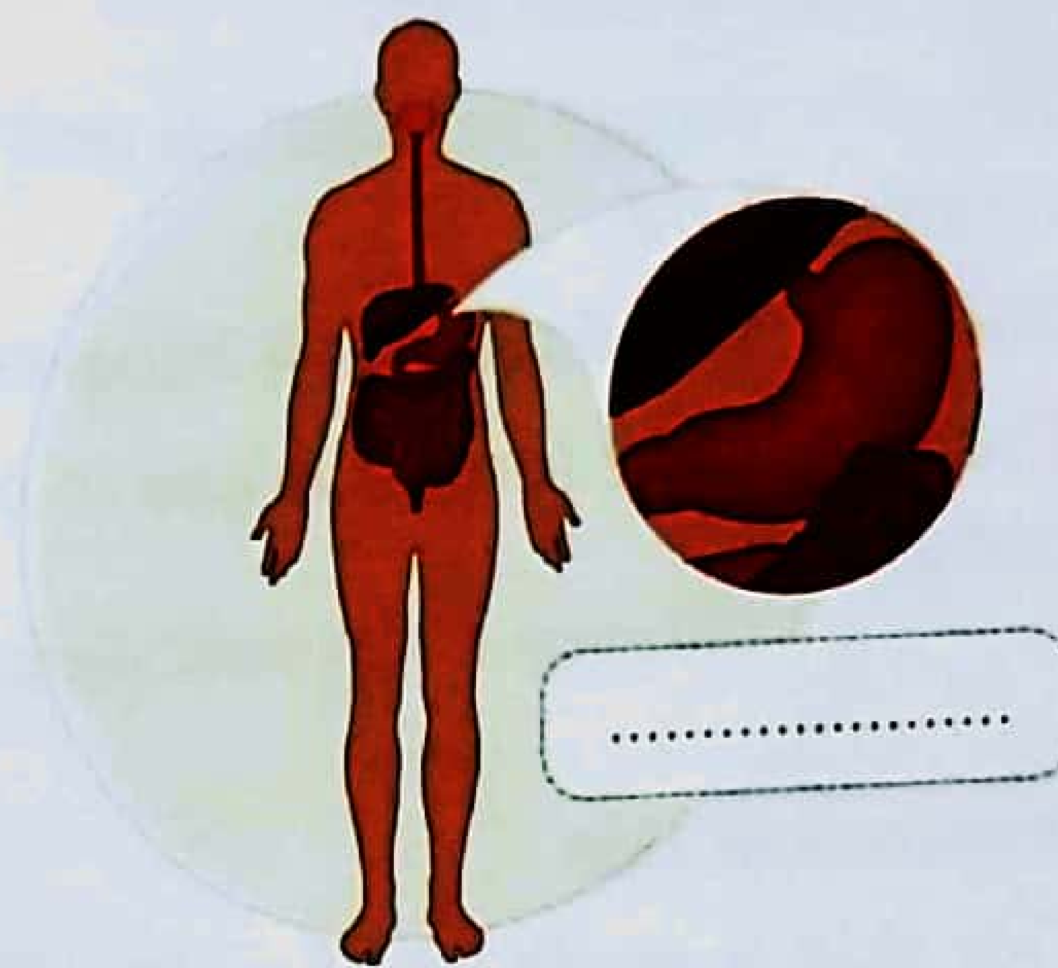
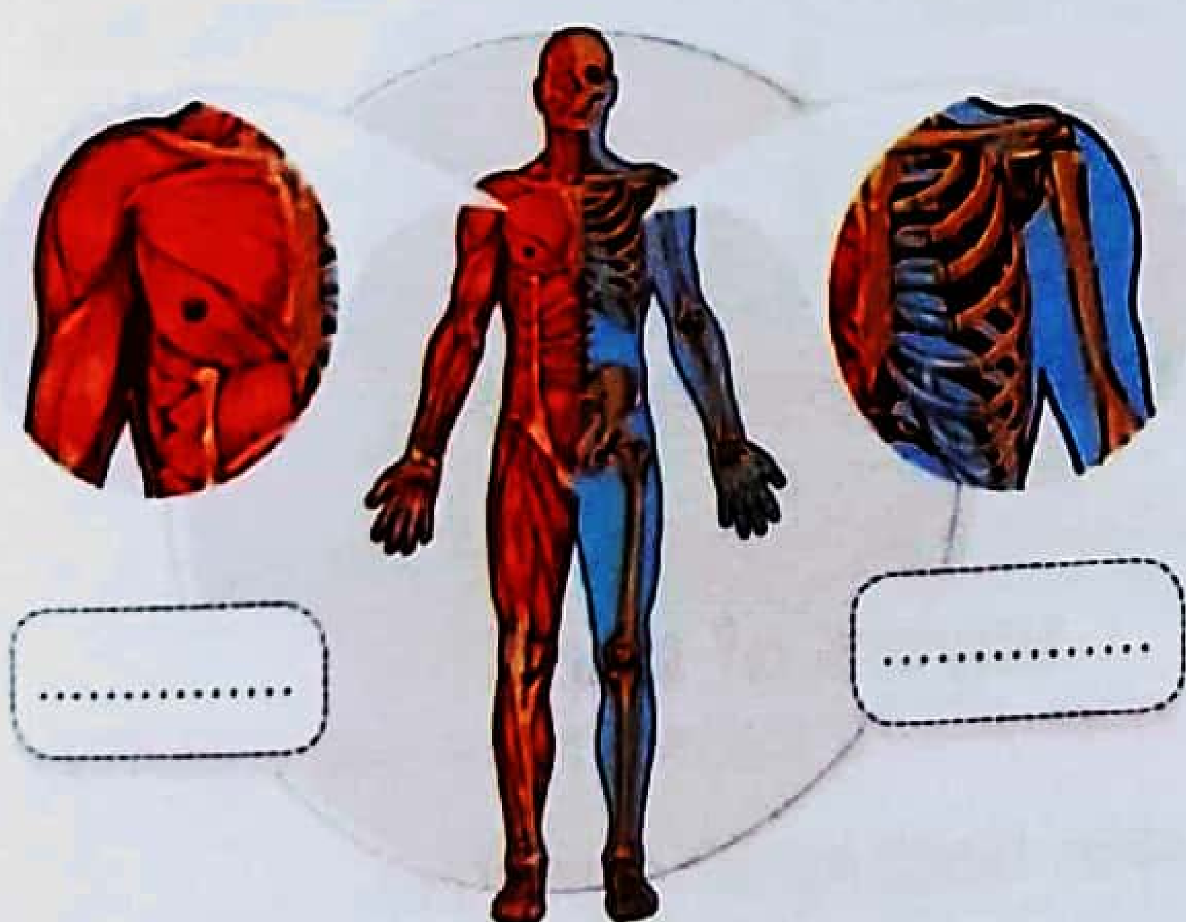
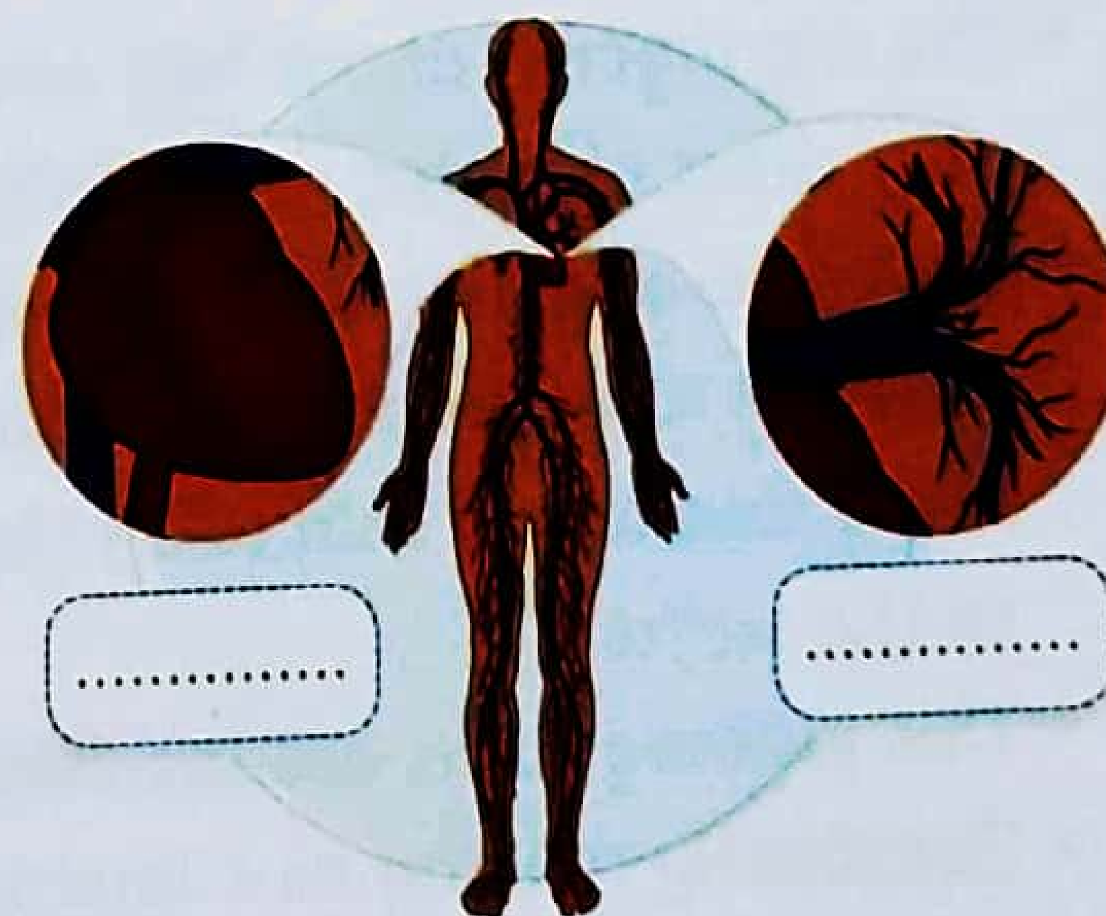
- Help your child to track healthy habits overtime.
- Discuss with your child other healthy habits that he/she must do everyday.
- **Integration of subjects :** English (reading) – Science (healthy habits) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Verbal communication – Setting clear goals.

1. Diagram Of The Human Body

Activity These diagrams have labels for important parts of our body. Some parts we can see everyday and some parts are inside and we never get to see them. Put each label in the suitable place on the diagrams

Diagram is an image that helps to explain how something works, including labels showing the names of different parts.

(Heart - Stomach - Veins - Skin - Bones - Muscles)

- Discuss with your child the names of different parts of the human body.
- **Integration of subjects** : Science (parts of the human body) – English (reading and writing).
- **Life skills** : Observation – Verbal communication.

2. Our Skin Protects Us

Activity Read the paragraphs, then answer the questions.

Our body organs :

- **Organs** are certain parts of our bodies that have a specific function.
- Our bodies have many organs, such as : brain, heart, stomach and skin.

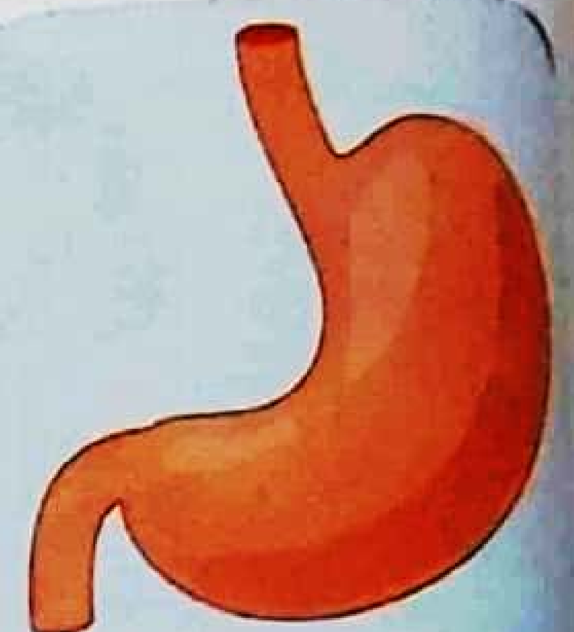

Brain


Heart

Some facts about skin :

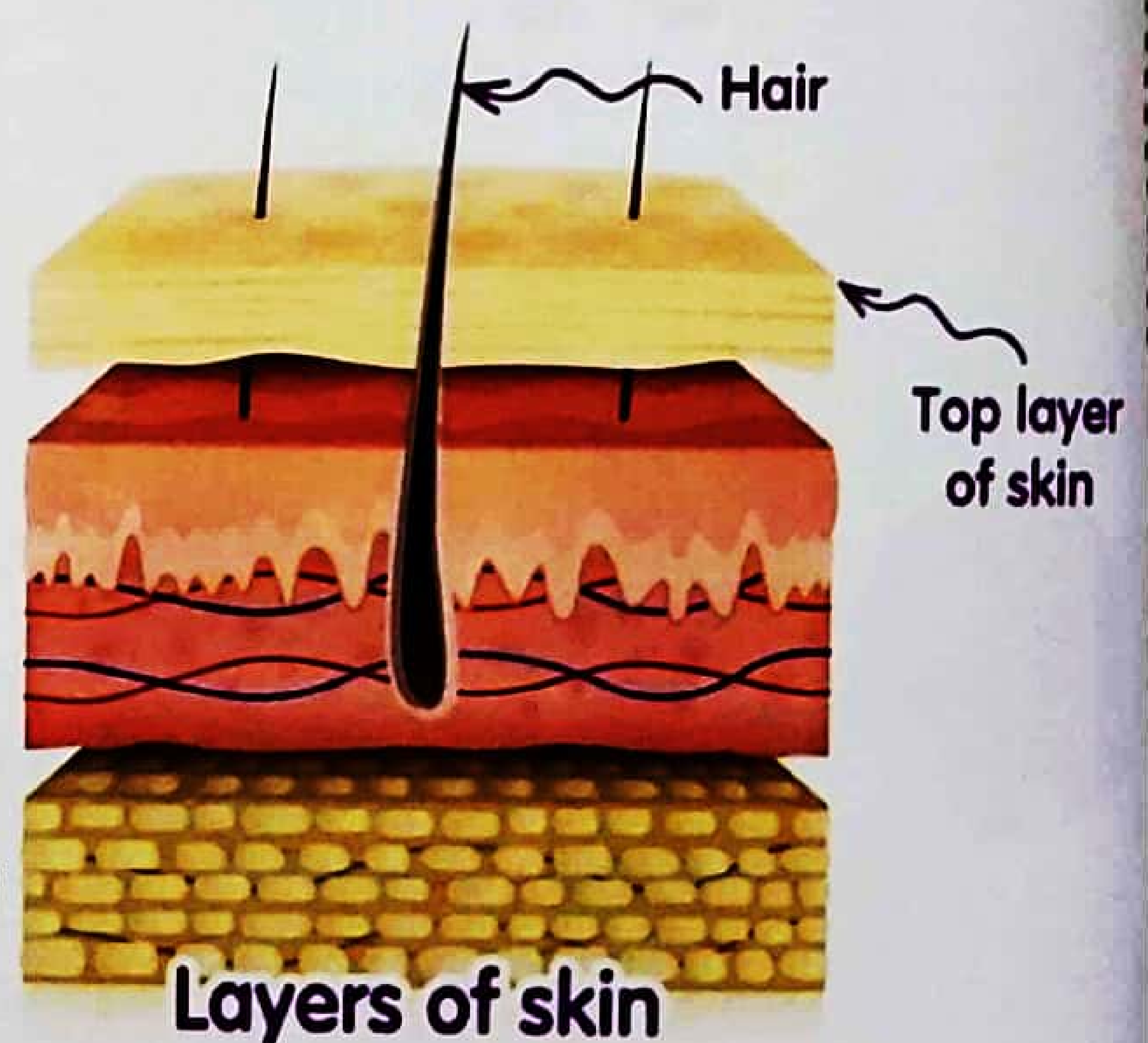
- Our skin stands between us and the outside world.
- Our skin weighs about 4 kilograms.
- The skin is the largest organ in our body.


Skin


Stomach

Structure of skin :

- Our skin is made up of multiple layers.
- You can see the top layer of the skin, while the other layers are under the surface.
- The top layer is about half as thick as a sheet of paper.
- We make new skin all the time. Over time the top skin on the surface flakes away and a new skin takes the journey to the surface.
- This journey takes around three weeks.
- Constantly making new layers keeps our skin healthy and perfect.



Layers of skin

Notes for parents

- Help your child to read the paragraphs and answer the questions.
- **Integration of subjects** : English (reading and writing) – Science (skin).
- **Life skills** : Verbal communication – Observation.

Importance of skin:

- It protects us from harmful germs.
- It protects us from harmful sun rays.
- It keeps fluids inside our bodies as water and blood.
- It keeps our temperature constant.



Skin protection :

- Cover up your skin using suitable clothes or umbrellas.
- Sunscreen can help protect against harmful Sun rays.

• Put ✓ or ✗ :

1. Organ is a word for a certain part of your body that has a specific function. ( )
2. Our skin is the smallest organ in our bodies. ( )
3. Sunscreen can help protect against harmful sun rays. ( )

• Choose :

We can protect our skin against harmful sun rays by ....

a. wearing suitable clothes. b. using sunscreen. c. (a) and (b).

• Answer the following question :

What is the importance of the skin (write two points only).

1. ....

2. ....

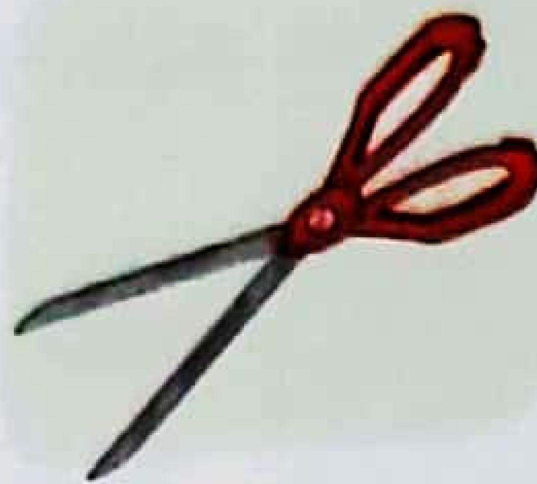
• Discuss with your child the structure and importance of the skin and also how to protect the skin.

3. Protecting Our Skin

Activity Try to do the following activity at home.

Materials :


One piece of a dark color construction paper


Scissors



Sunscreen lotion

Steps :

1. Cut the piece of construction paper into two pieces.



2. Rub a very small amount of sunscreen on one of the two pieces of paper.



3. Put the two pieces of paper in direct sunlight for most of the day.



Observation :

The Sun faded the color of the paper that was not protected by sunscreen.



Conclusion :

Sunscreen is used to protect the skin and keep its original color.

Notes for parents

- Help your child to do the activity by him/herself.
- Discuss with your child the importance of sunscreen to protect his/her skin and keep its original color.
- **Integration of subjects :** English (reading) – Science (skin).
- **Life skills :** Verbal communication – Observation.

I HAVE LEARNED THAT

Habit : is a choice we make everyday or regularly.

Some healthy habits :



Eating vegetables and fruits.



Drink enough water.



Do exercises daily.

Some unhealthy habits :



Drinking soda.



Watching TV for a long time.



Not washing hands after going to the bathroom.

How the skin protects us :

- It protects us from harmful germs.
- It protects us from harmful sun rays.
- It keeps fluids inside our bodies.
- It keeps our temperature constant.



Ways to protect our skin :

- Cover up your skin using suitable clothes or umbrellas.
- Sunscreen can help protect against harmful sun rays.

Lesson 4

1. Bones And Muscles Work Together

Activity Read the paragraphs, then answer the questions.

- Your body is made up of many parts that work together to keep you a
- Bones and muscles work together in two main ways :

☆ Bones and muscles work together to help us move :

- Your bones make up your skeleton.
- Your skeleton could not move without muscles.

So, most muscles are attached to bones.

- Muscles lift and turn bones to help you walk, eat and breathe as follows :

• When you walk, muscles move bones in your legs and feet.



• When you chew, muscles pull your jaw up and down and side to side.



• When you sleep, muscles move your ribs to help you breathe.



Notes for Parents

• Help your child to read the paragraphs thoroughly.
• **Integration of subjects** : English (reading) – Science (bones and muscles).
• **Life skills** : Verbal communication – Observation

☆ Bones and muscles work together to protect our organs :

- Muscles and bones have another important job in protecting soft organs like your heart, lungs and brain.





- If your head is bumped, your skull bones work like a helmet to protect your brain inside.



- If you get hit in your face with a football :
  - The bones behind your eyebrows will protect your eyes.
  - Muscles also protect your eyes by closing them immediately.



- Your ribs form a protective cage around your chest to protect your heart and lungs.

• Choose the correct answer :

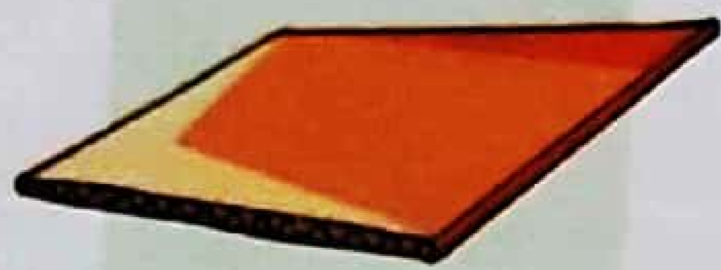
1. Your skeleton is made up of ....
   a. muscles. b. bones. c. skin.
2. While you are sleeping, ... move your ribs to help you breathe.
   a. bones b. hairs c. muscles
3. Your skull bones protect your ....
   a. brain. b. lungs. c. heart.
4. The ribs form a protective cage around the chest to protect ....
   a. heart. b. lungs. c. (a) and (b).

• Discuss with your child how bones and muscles work together in the body.

2. Mechanical Finger

Activity Make your mechanical finger, then answer the questions.

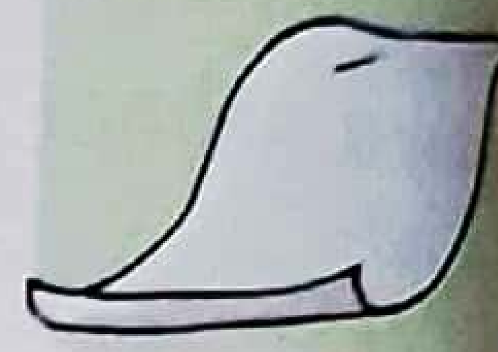
Materials :

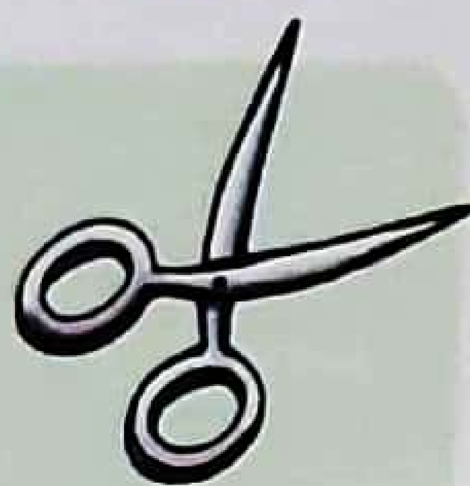

One piece of carton



Glue


One drinking straw


Paper sheet


Scissors


One piece of yarn (30 cm)


Tape

Steps :

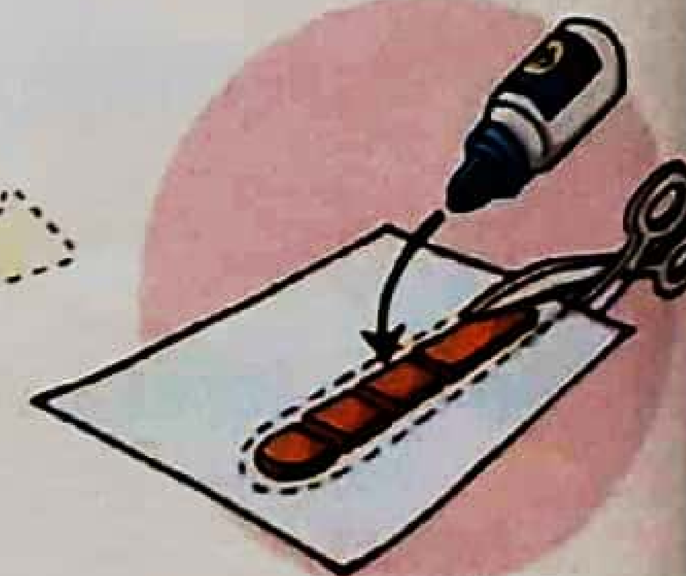
1. Trace your pointer finger on a piece of carton and cut out the finger.



2. Draw three lines where your finger bends then cut the carton finger along the lines. (These are the joints).



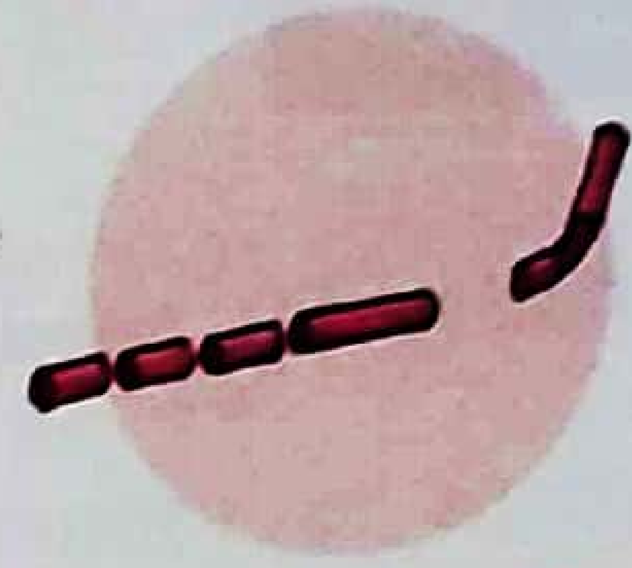
3. Stick the pieces of carton on the paper as shown.



Notes for parents

- Help your child to make a model of a mechanical finger.
- **Integration of subjects** : English (reading) – Science (bones and muscles).
- **Life skills** : Verbal communication – Observation.

4. Cut the straw into four small pieces.



5. Tape a piece of straw onto each section of the finger then push a piece of yarn through all of the straws.
The knot should be at the tip of the finger.



6. Tape the knotted end of the yarn to the finger tip.



7. Hold the base of the finger flat on the desk then pull the yarn near the base of the finger to move it.



• Choose the correct answer :

1. The yarn in your finger model represents the ....
   a. bones. b. muscles. c. veins.
2. The straw in your finger model represents the ....
   a. veins. b. muscles. c. bones.
3. We can hold anything with our hands because our finger bones can move with the help of our ....
   a. skin. b. ears. c. muscles.

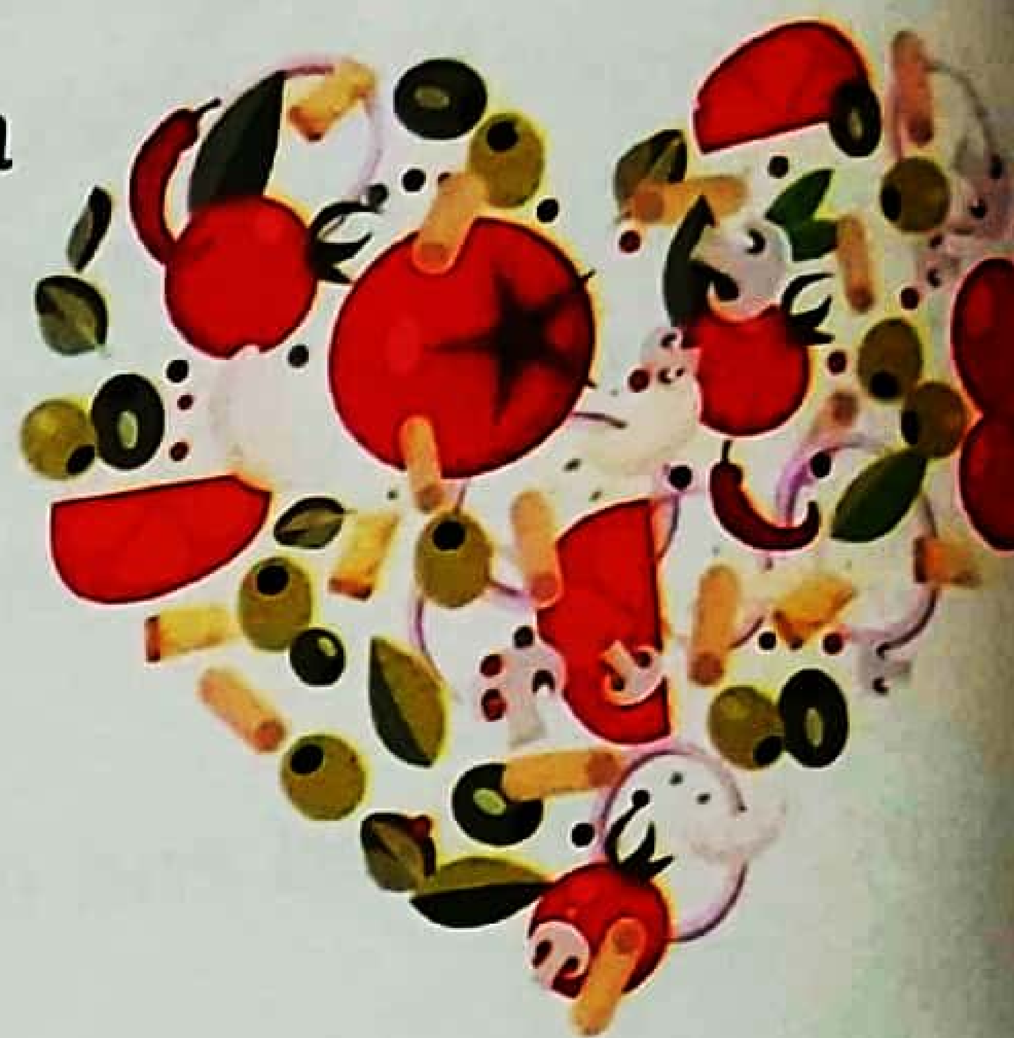
• Help your child to give the correct answers as follows :
1. (b) muscles – 2. (c) bones – 3. (c) muscles.

Lesson 5

1. What Happens To The Food You Ea

Activity Read, then answer the questions.

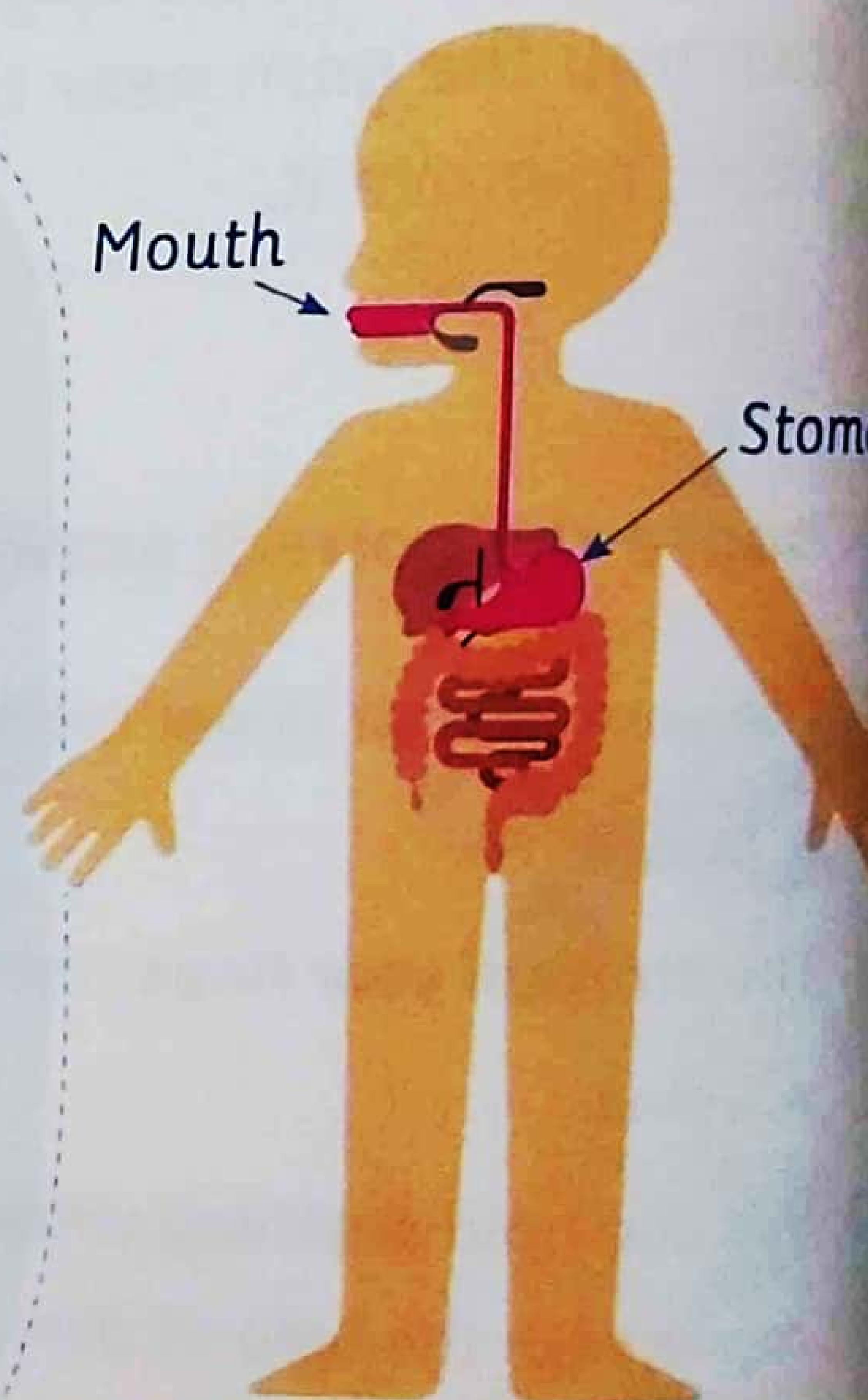
★ Food gives our bodies energy :



- A train, plane and car all need fuel to run as fuel provides them with energy.
- Our bodies also need food for energy.
- Food contains thousands of different nutrients.
- Nutrients provide the human body with the needed energy.

★ Digestion process :

- The body has a process called "digestion", which changes the food we eat into simpler parts.
- When the nutrients in the food are broken down, the body absorbs them to get energy.
- Digestion process takes place inside a system inside your body known as "the digestive system" (as shown in the opposite figure).



The digestive system

Notes for parents

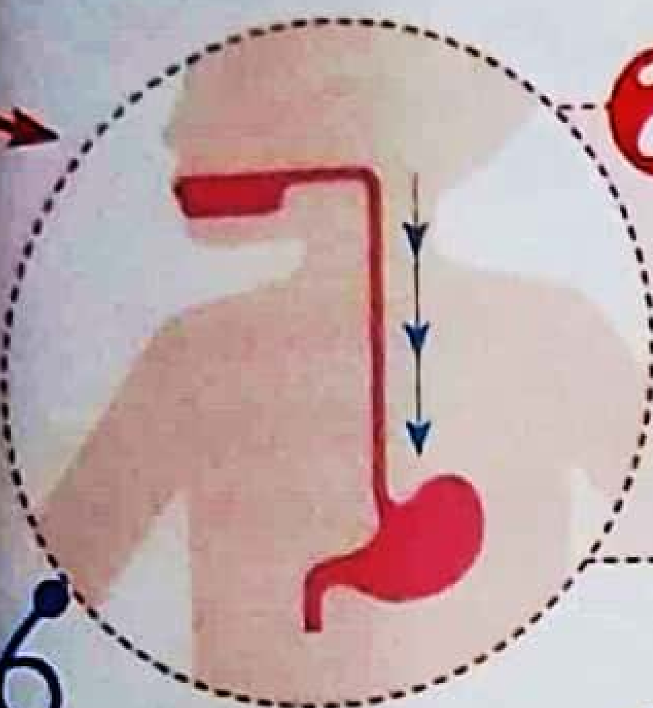
- Discuss with your child what happens to food when it is eaten.
- **Integration of subjects** : English (reading and writing) – Science (digestion process) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Verbal communication – Observation.

The path of food in our bodies :



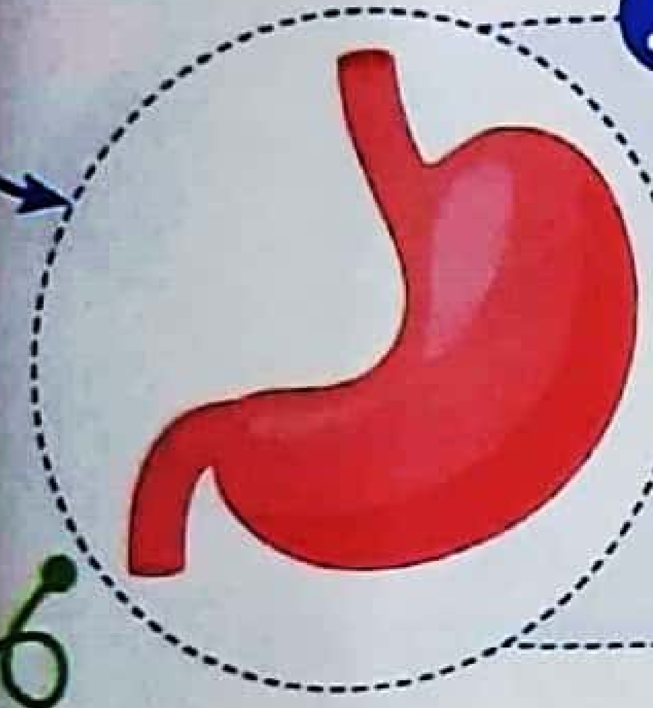
1

- Digestion begins when you put food in your mouth.
- Chewing breaks up food into smaller pieces.
- When you chew food, saliva in your mouth can easily soften the food and begin the breakdown.



2

- After you swallow the food, muscles push it down to your stomach.



3

- Your stomach produces an acid.
- Muscles in the stomach squeeze the food with the acid to break down the food.
- Then the digested food leaves the stomach.



4

- The nutrients are carried away in the blood, giving all parts of the human body energy to do all activities.

• Who am I ..... ?

1. A process that changes the food we eat into simpler parts. (..........................)
2. Large organ that helps us to digest our food. (..........................)
3. They help our stomach to squeeze the food we eat. (..........................)

• Help your child to give the correct answers as follows :
1. Digestion – 2. Stomach – 3. Muscles.

2. How The Stomach Works

Activity Follow the steps to make a model stomach, then answer the questions.

Materials :



Lemon juice (about 60 ml)



Plastic bag



2 pieces of crackers (thin biscuits)



A piece of thread

Steps :

1. Pour the lemon juice into the plastic bag. (This juice acts like the acid in your stomach).



2. Break the 2 pieces of crackers into few pieces. (This is what your teeth and tongue do before you swallow food).



3. Put the crackers into the bag and tie it with the thread.



4. Carefully use your hands to squeeze the crackers in the lemon juice. (This is what the muscles in your stomach do to squeeze food during digestion).



Notes for parents

- Help your child to build a model of the stomach digesting food.
- **Integration of subjects :** English (reading and writing) – Science (stomach).
- **Life skills :** Verbal communication – Observation.

Observation :

The lemon juice (acid of the stomach) breaks up the crackers (food) more rapidly and easily.

Conclusions :

- The acid of the stomach breaks up food into simpler parts to get the nutrients in the food.
- Muscles help our stomach to squeeze the food we eat.

• Complete :

1. The .... has an acid which breaks up food.
2. The muscles in your stomach squeeze food during .... process.

• Choose the correct answer :

1. In the previous activity, the lemon juice acts like the .... in the stomach.
   a. water   b. acid   c. blood
2. .... help our stomach to squeeze the food we eat.
   a. Bones   b. Veins   c. Muscles
3. In the previous activity, the plastic bag represents the ....
   a. stomach.   b. muscles.   c. fingers.

• Make sure that your child recognize what each part of the model refers to in the digestion process.

Lesson 6

My Heart



Activity Read and learn.

- Your heart has an important role to keep blood moving through your bo
- Blood carries oxygen and nutrients to every part of your body.

Some facts about the heart :

- The heart is a muscular organ about the size of your fist.
- The heart is located between your two lungs inside your chest.
- The heart is filled with blood when it expands or streches.
- When the heart contracts or squeezes, it pushes blood out into blood vessels that run through the body.
- The heart beats many times per minute.
- Each beat pushes blood through the body.
- The heart continues to beat for your whole life.

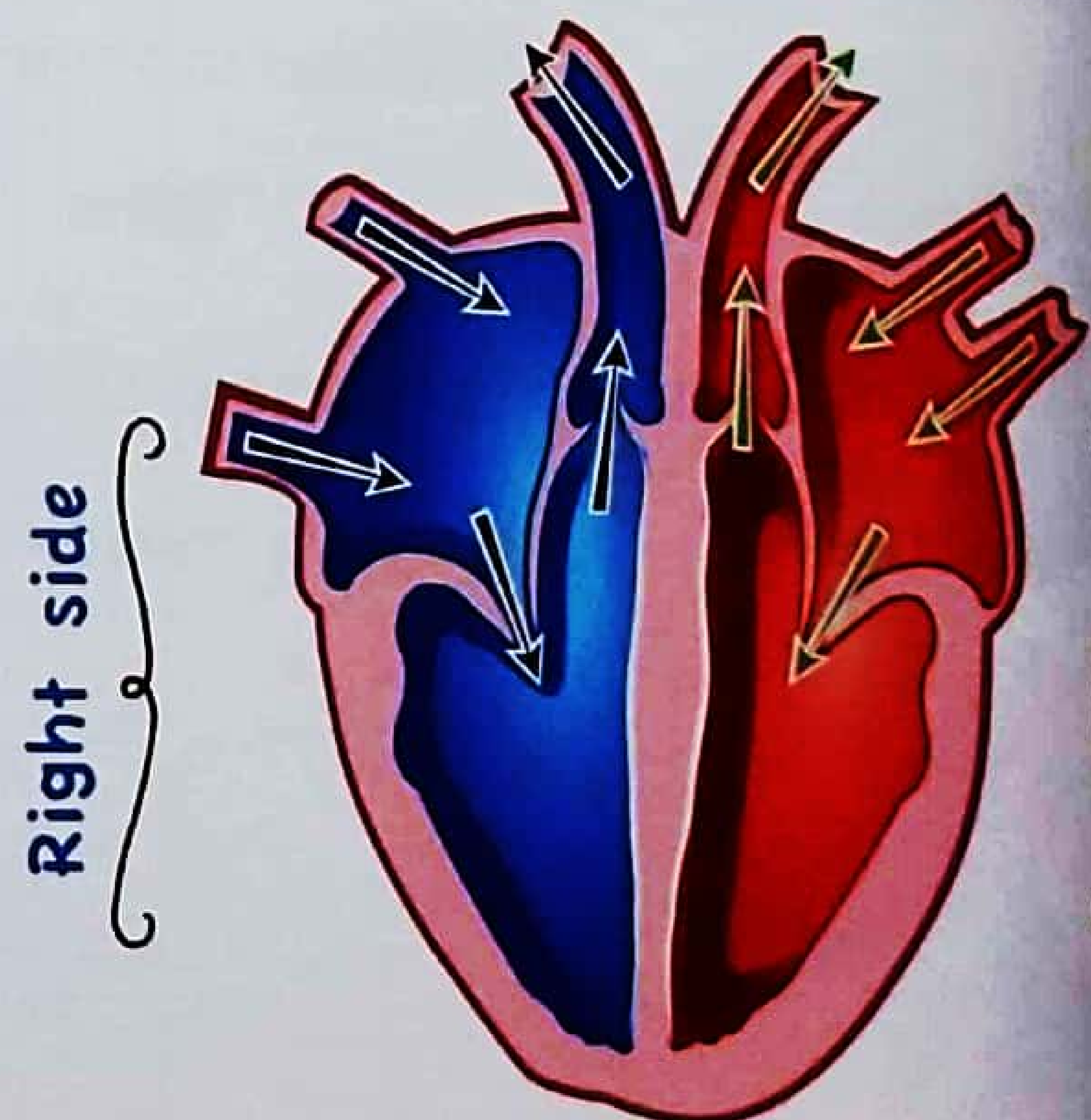
Fun fact :
Laughing is good for your heart.



Key

Red color = Blood filled with oxygen

Blue color = Blood does not have oxygen



The Heart

Notes for parents

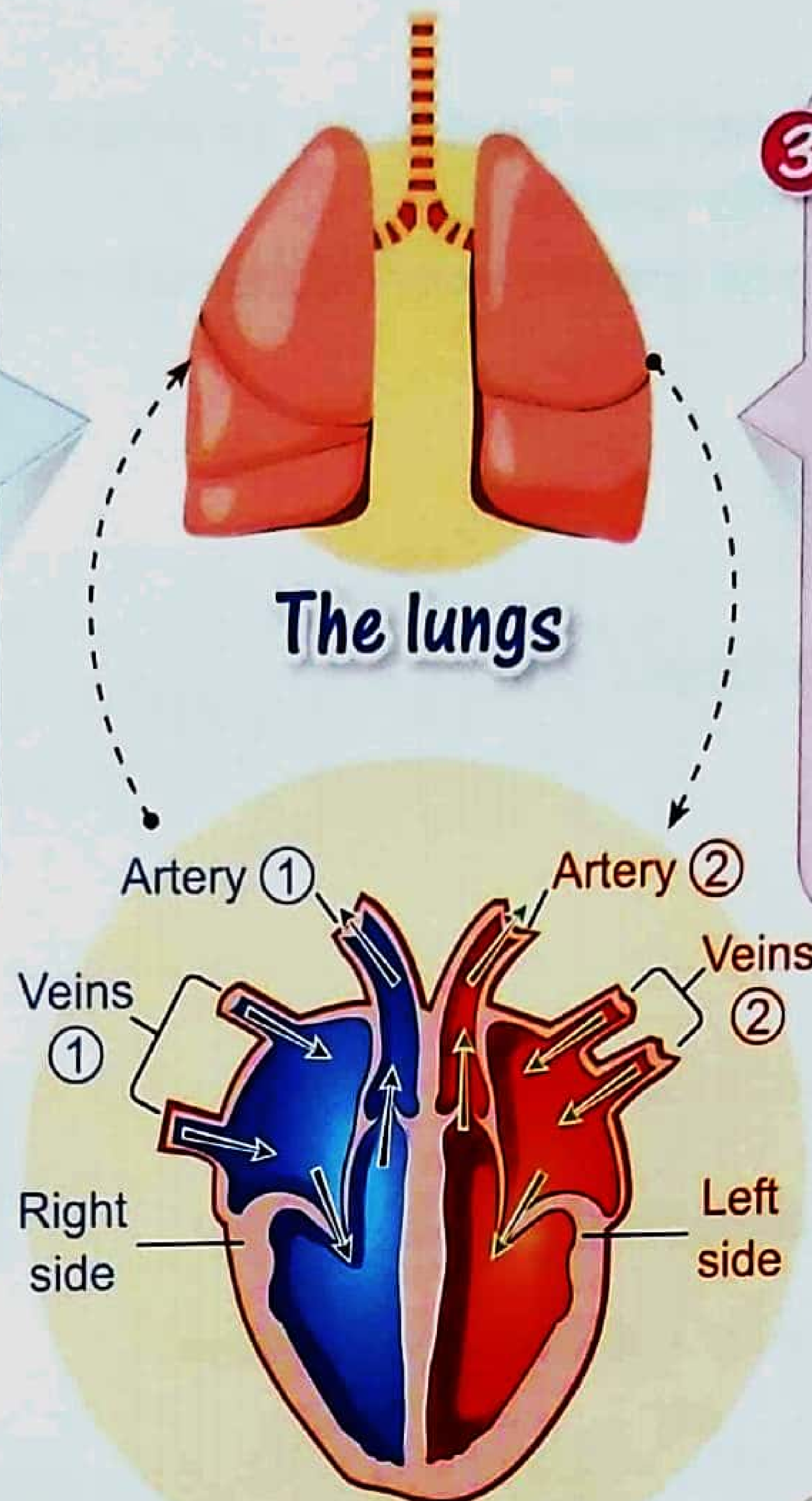
- Help your child to identify important facts about the heart.
- **Integration of subjects** : English (reading) – Science (heart).
- **Life skills** : Verbal communication – Observation.

. The path of blood through the heart :

❷ The heart pushes blood through artery ① **to the lungs.**

- Oxygen from the air we breathe is added to the blood in the lungs.

❸ Blood filled with oxygen travels **from the lungs** to the left side of the heart through veins ②.



❶ Blood comes **from all the body** parts to the right side of the heart through veins ①.

❹ - The heart pumps blood through artery ② **to all the body parts.**

- This blood carries the oxygen and other nutrients to all the body parts.

The whole body

• Discuss with your child the path of the blood through the heart.

Lesson 7

Exercising My Heart



Activity 1
- The heart can beat faster or slower according to the activity we do.
- Can you predict your heartbeats during these activities?



- I predict my heartbeats will .... during sitting.
- This is because : ....



- I predict my heartbeats will .... during jogging in place.
- This is because : ....

Notes for parents
- Help your child predict the impact of exercise on his/her heartbeats as the number of heartbeats decreases during sitting and increases during running or jogging in place.
- **Integration of subjects** : Science (heartbeats) – English (writing).
- **Life skills** : Explain thinking process – Observation.

Activity 2 **Read, then answer the questions.**

You can count pulses (heartbeats) by touching your neck or wrist (the neck may be easier for you).

You can count your pulses for 15 seconds, then added together 4 times to get your heart rate (your heartbeats in one minute) as follows :

Heart rate

It means number of heartbeats in one minute (per minute).





Sitting

Pulse count in 15 seconds = ..16.. beats.

Number of pulses in 1 minute = ..16.. + ..16..
+ ..16.. + ..16.. = ..64.. beats per minute.



Walking

Pulse count in 15 seconds = ... beats.

Number of pulses in 1 minute = ... + ...
+ .... + ... = ... beats per minute.

- Help your child to measure pulse and record heart rate data.
- **Integration of subjects** : Science (heart rate) – Math (counting).
- **Life skills** : Counting – Analyze results.




Jogging in place

Pulse count in 15 seconds = ... beats.

Number of pulses in 1 minute = ... + ... + ... + ... = ... beats per minute.


Jumping rope

Pulse count in 15 seconds = ... beats.

Number of pulses in 1 minute = ... + ... + ... + ... = ... beats per minute.

- **Answer the following questions :**

1. In which activity is the rate of your heartbeats the greatest ?

....

2. In which activity is the rate of your heartbeats the lowest ?

....

3. Which activities do you think are the best for your heart health ?

....

Notes for parents

- Help your child to analyze the test results.

I HAVE LEARNED THAT

Bones and muscles work together in two main ways :

- **Bones and muscles work together to help us move :**
  Muscles lift and turn bones to help you walk, eat and breathe.

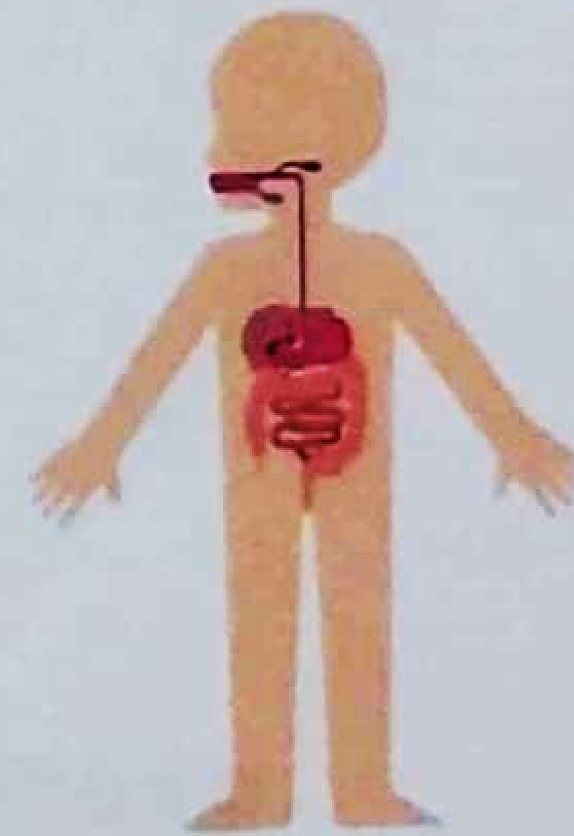


- **Bones and muscles work together to protect our organs :**
  They protect soft organs, like :
  - The brain in the skull.
  - The heart and lungs in a protective cage of ribs.



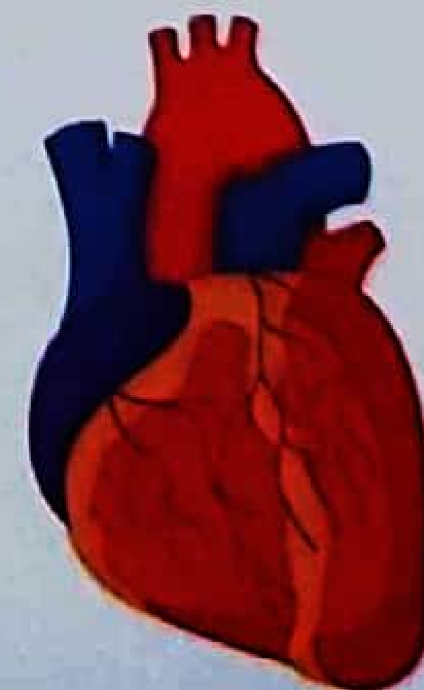
Digestion :

- It is the process which changes the food we eat into simpler parts.
- The acid of the stomach breaks up food into simpler parts to get the nutrients in the food.
- Muscles help the stomach to squeeze the food.



The heart :

- It keeps blood moving through the body carrying oxygen and nutrients to every part of the body.
- It is a muscular organ about the size of your fist.



Heart rate : **It means number of heartbeats in one minute (per minute).**

Lesson 8

Tree Of Health



Activity Write one important fact you have learned about each of the following body parts.

Muscles and bones

....

....

....

....

Skin

....

....

....

....

Stomach

....

....

....

....

Heart

....

....

....

....

Notes for parents

- Help your child to review one fact about each of the body parts he/she has learned.
- **Integration of subjects** : Science (the body parts) – English (writing).
- **Life skills** : Identify topic-related information – Verbal communication.



PROJECT



Stay Healthy

★ Write about one of your body parts that you have studied and stick a photo of the organ you choose.

STICK HERE

....

Opening sentence :

....

....

....

....

Some facts about .... :

....

....

....

....

Importance of .... :

....

....

....

....

How we can keep our.................... healthy :

....

....

....

....

Closing sentence :

....

....

Chapter 3

Get Fit With Healthy Eating



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1. A Canteen At School

Activity Read and learn.



Adam : Oh, Ramy your lunch box contains unhealthy food !

Ramy : What ! How did you know that ?!

Adam : From my teacher at class. Also, he gave us a project to do.

Ramy : Oh really ! what is this project ?

Adam : This project was how to make a healthy canteen.

Ramy : What is canteen, my friend Adam ?

Adam : Canteen is a place where to buy food, such as sandwiches, juices and snacks.

• Answer the following questions :

- Mention some healthy food that you can notice in the picture of the story.

....

- Mention some unhealthy food that you can notice in the picture of the story.

....

- What is meant by : "canteen"

....

Notes for parents

- Help your child to read the story then answer the questions.
- Discuss with your child that there are healthy food and unhealthy food.
- **Integration of subjects** : Science (healthy and unhealthy food) – English (reading and writing).
- **Life skills** : Verbal communication – Observation – Collecting data.

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2. A Healthy Space

Activity Put ✓ beside good habits and ✗ beside bad habits.















- Help your child to distinguish between good and bad habits.
- Discuss with your child some other good habits that he/she does during his/her daily life.
- **Integration of subjects :** Science (healthy and unhealthy habits) – English (reading) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Collecting data – Differentiation – Observation.

Lesson 2

1. Food For A School Canteen

Activity Classify the stickers into healthy food and unhealthy food.

Healthy Food

Unhealthy Food

Note
Stickers are at the end of the book

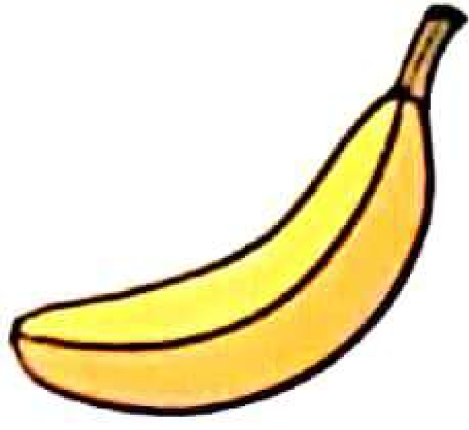
Notes for parents

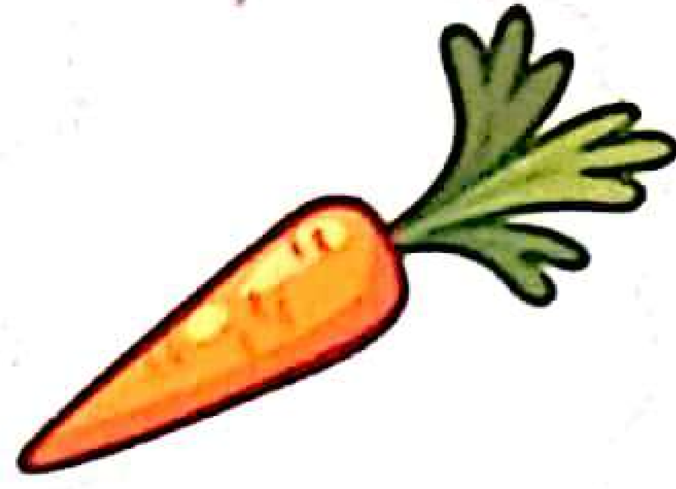
- Help your child to stick some photos of healthy and unhealthy food.
- Let your child mention some other examples of healthy and unhealthy food.
- **Integration of subjects** : Science (healthy and unhealthy food) – English (reading) .
- **Life skills** : Observation – Collecting data – Differentiation.

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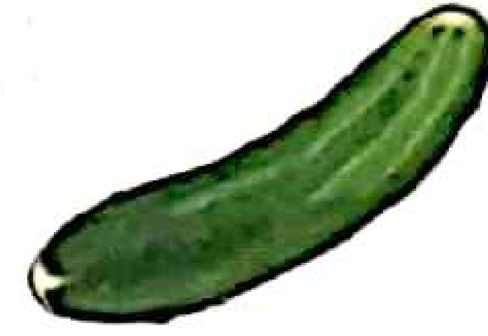
2. Sorting Food

Activity Look at the following pictures, then sort them in the table below.

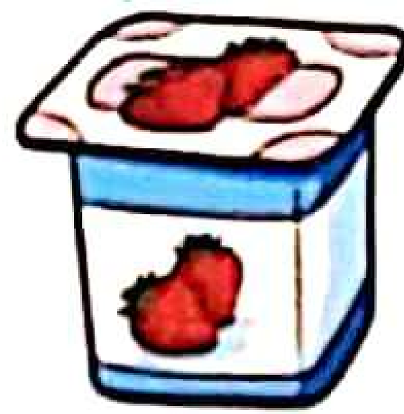

Banana


Carrot


Chocolate


Cucumber

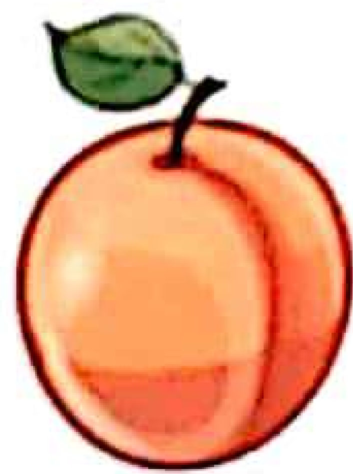

Milk


Yogurt


Donut


Apple


Lettuce


Peach


Cheese


Lollipop

Vegetables	Fruits	Dairy	Sweets
....	....	....	....
....	....	....	....
....	....	....	....

- Help your child to sort the different types of food.
- Discuss with your child the different types of food and let him/her mention other examples of each group.
- **Integration of subjects** : Science (sorting food) – English (writing and reading) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Observation – Collecting and recording data

Lesson 3

1. My Diet

Activity Read and learn.



Your body needs food because food contains nutrients that supply your body with energy. All living things need energy to live. Food also provides living things with nutrients that are necessary for their healthy growth.

Everyone has their own diet that includes the amounts and types of food he eats.

Diet : *is the kind of food that a person eats regularly.*

Your diet must contain different types of nutrients.

Nutrient : *is an element of food that provides energy and is necessary for healthy growth.*

Nutrients such as

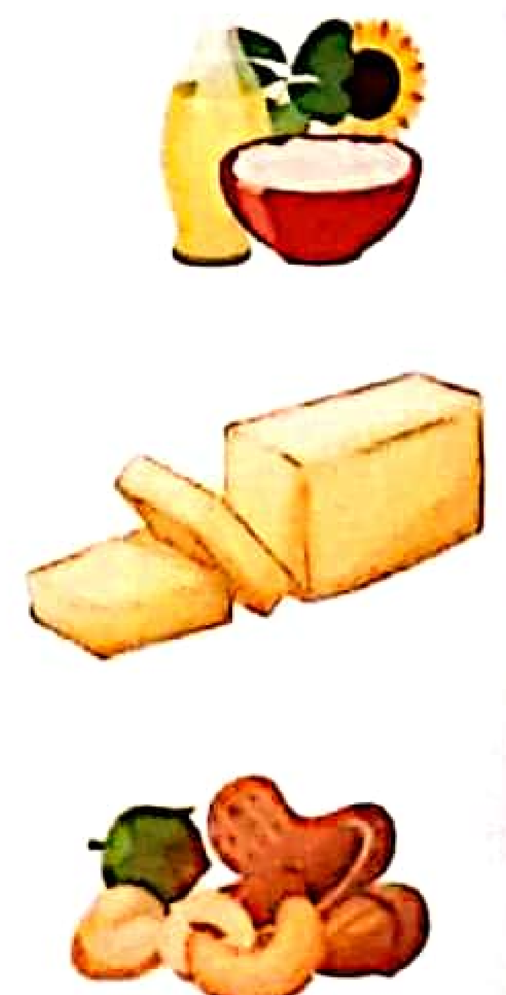
Carbohydrates



Proteins



Fats



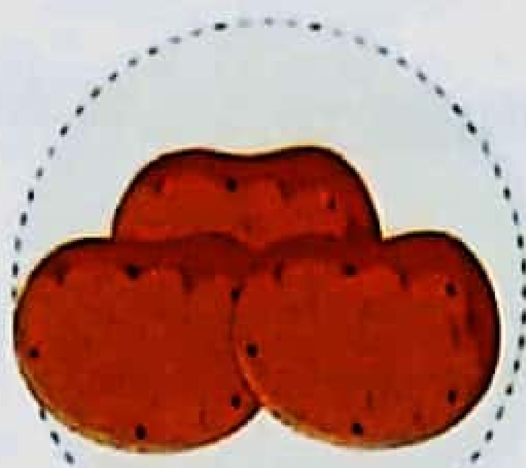
Notes for parents

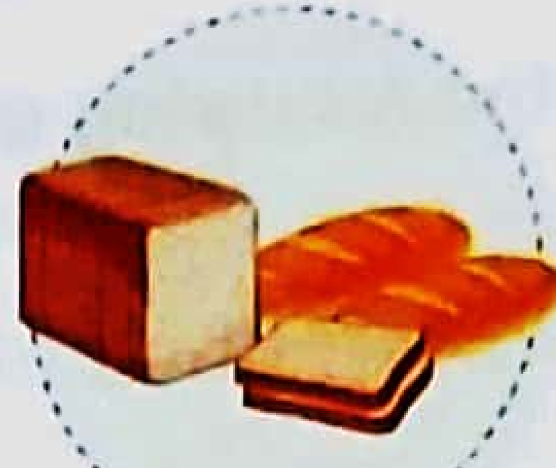
- Discuss with your child different nutrients
- **Integration of subjects :** English (reading) - Science (healthy nutrition) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Collecting data – Observation – Differentiation.

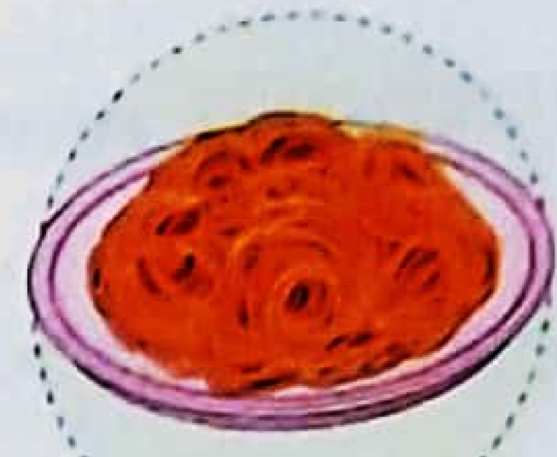
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Carbohydrates : They are found in :


Grains

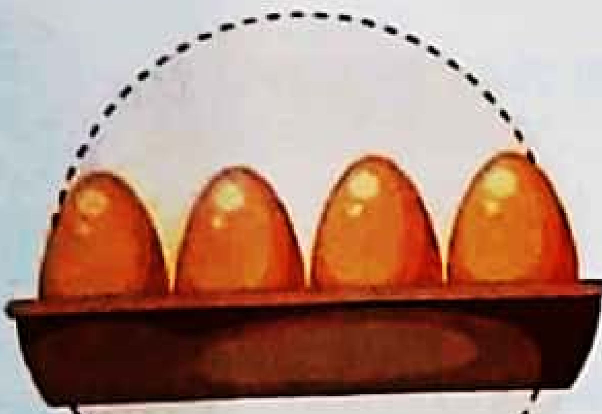

Potatoes

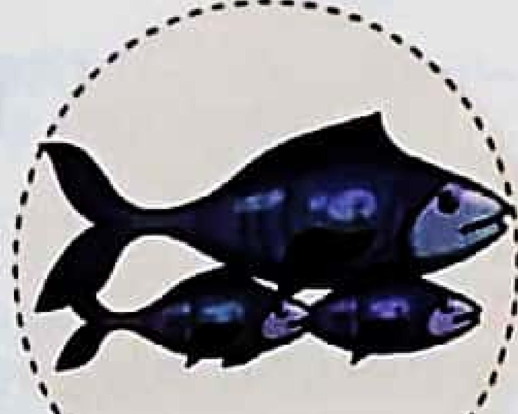

Bread

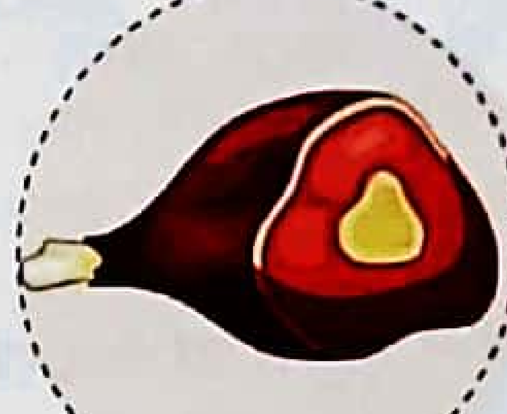

Macaroni

Importance : They provide the body with energy.

Proteins : They are found in :


Eggs


Fish


Meat

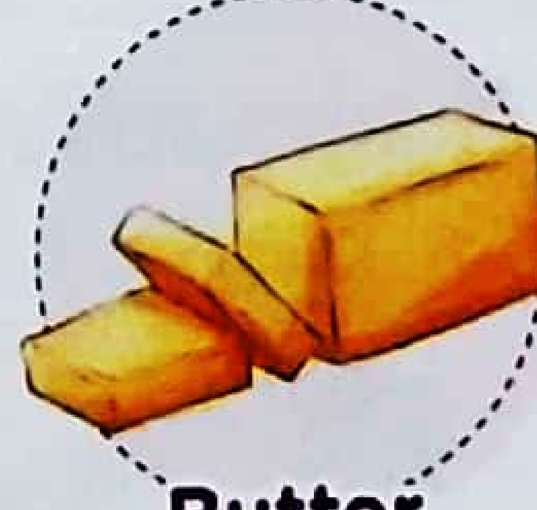

Chicken

Importance : They help in building, maintaining and replacing tissues in the body.

Fats : They are found in :


Vegetable oil
(olive oil and corn oil)


Nuts


Butter

Importance : They provide the body with energy and also are important for the brain.

- Discuss with your child about the difference between carbohydrates, proteins and fats.
- Let your child mention some other examples of food for each group of nutrients.

2. I Am An Expert

Activity Answer the following questions :

• Put ✓ or ✗ :

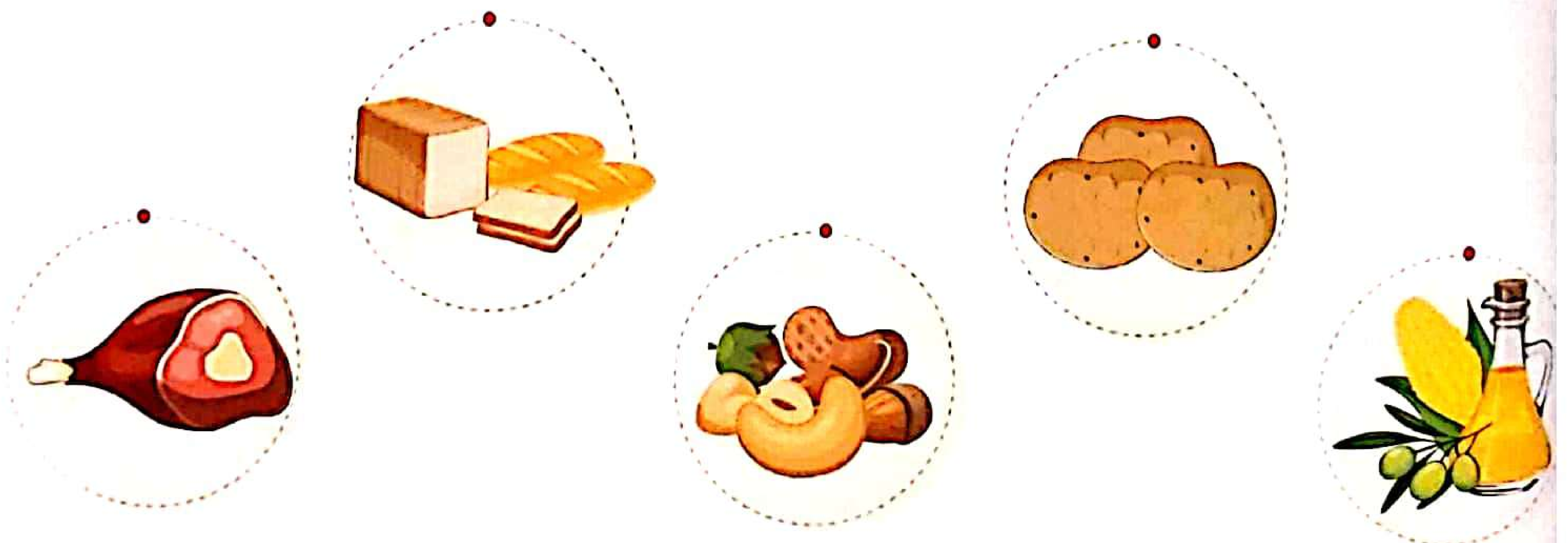
1. Our bodies need food because food gives us air. (
2. All living things need energy to live. (
3. A diet must contain different types of nutrients. (

• Complete :

1. Food provides living things with .... that are necessary for healthy growth.
2. .... is the kind of food that a person eats regularly which include the amount and types of foods he eats.

• Match :

Carbohydrates Proteins Fats



Notes for parents

• Help your child to answer the questions.
• **Integration of subjects :** English (reading – writing) – Science (healthy nutrition) – Economics and applied sciences (nutrition and food science).
• **Life skills :** Communicating – Observation.

1. Vitamins

Activity Read and learn.

★ **Vitamins :**

They are important nutrients that the body needs in small amounts for normal growth and nutrition.

Vitamin A

It is found in:


Carrots


Orange


Eggs

Importance : Keeps our eyes, skin, teeth and bones healthy.

Vitamin B

Note: there are many types of vitamin B such as B_1, B_2, B_6 and B_{12}.

It is found in:


Meats


Nuts


Fish



Milk



Yogurt

Importance : Keeps our nervous system, skin, muscles and blood healthy.

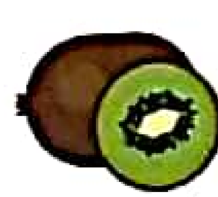
Vitamin C

It is found in:


Orange


Lemon


Guava


Kiwi

Importance : Supports the immune system.

Vitamin D

It is found in:


Liver


Fish



Milk

Importance : Important for strong bones and teeth.

Vitamin E

It is found in:


Wheat


Broccoli


Vegetable oil (olive oil and sunflower oil)

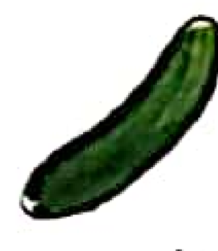

Spinach

Importance : Important for heart and blood.

Vitamin K

It is found in:


Pear


Cucumber


Broccoli


Cabbage

Importance : Important for bones and blood.

- Discuss with your child the importance of vitamins to our health.
- Discuss with your child what he/she learned about vitamins.
- **Integration of subjects :** English (reading) – Science (vitamins) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Discovering – Collecting data – Verbal communication.

2. Minerals

Activity Read and learn.

Minerals :

They are important substances that the body needs for good heal by forming strong bones and teeth

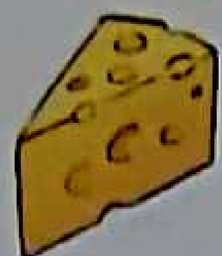
let's take a closer look at some of the minerals you get from food.

Calcium Ca

It is found in:



Milk



Cheese



Yogurt



Broccoli

Ca

Importance : Helps the body to build strong bones.

Iron Fe

It is found in:



Eggs



Wheat



Broccoli



Red meat

Importance : Iron transports oxygen from your lungs to the rest of your body.

Fe

Potassium K

It is found in:



Banana



Tomato



Potato



Orange

K

Importance : Keeps our muscles and nervous system working properly.

Zinc Zn

It is found in:



Chicken



Nuts



Beans

Importance : Helps our immune system work well.

Zn

If you don't get enough of these important minerals, you can have health problems like, weak bones and teeth.

So, eat those minerals and stay **HEALTHY**!

Notes for parents

- Discuss with your child the importance of minerals to our health.
- Discuss with your child what he/she learned about minerals.
- **Integration of subjects :** English (reading) – Science (minerals) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Discovering – Verbal communication – Collecting data.

3. Nutrient Scavenger Hunt



Activity Check out the foods you have by putting ✓ on the nutrients we can find in each of them.

	Carbohydrates	Fats	Proteins	Vitamins	Minerals
Broccoli					
Nuts					
Orange				✓	✓
Eggs					
Wheat					
Vegetable oil					

- Help your child to recognize he/she can found many nutrients in one type of food, like orange that contains vitamins and minerals.
- **Integration of subjects** : English (reading) – Science (nutrition) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Identify subject related information – Differentiation.

4. Eating A Rainbow



Activity According to the colors of fruits, write every food in its right place in the table below.

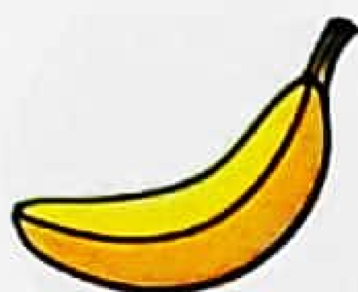
Apple


Corn


Mango


Peas


Blue berries


Banana


Tomato


Eggplant


Cucumber


Orange


Broccoli


Strawberry


Lemon


Pepper


Avocado

Red	Orange	Yellow	Green	Blue	Purple

To make sure that your body gets all nutrients it wants, make sure that you eat all the colors of foods you noticed.

Notes for parents

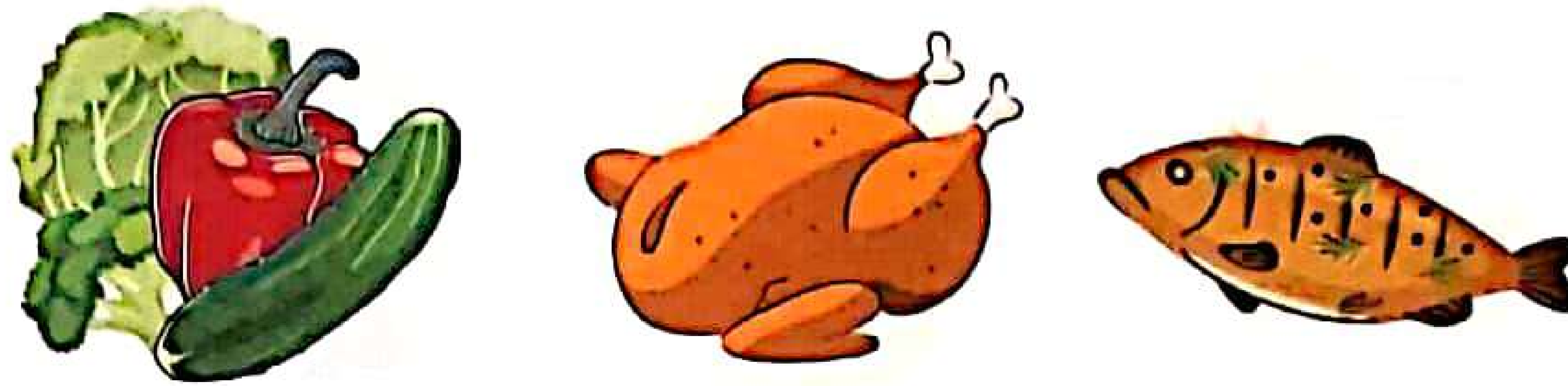
- Help your child to complete every column in the table with the right food according to its color.
- Discuss with your child why he/she must eat different colors of food in his/her meal.
- **Integration of subjects :** English (reading and writing) – Science (nutrition) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Observation – Differentiation – Classification.

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I HAVE LEARNED THAT

- **Canteen means :** A place where you can buy food such as snacks, fresh food and juices.

- **We have healthy food such as :**



- **We have unhealthy food such as :**



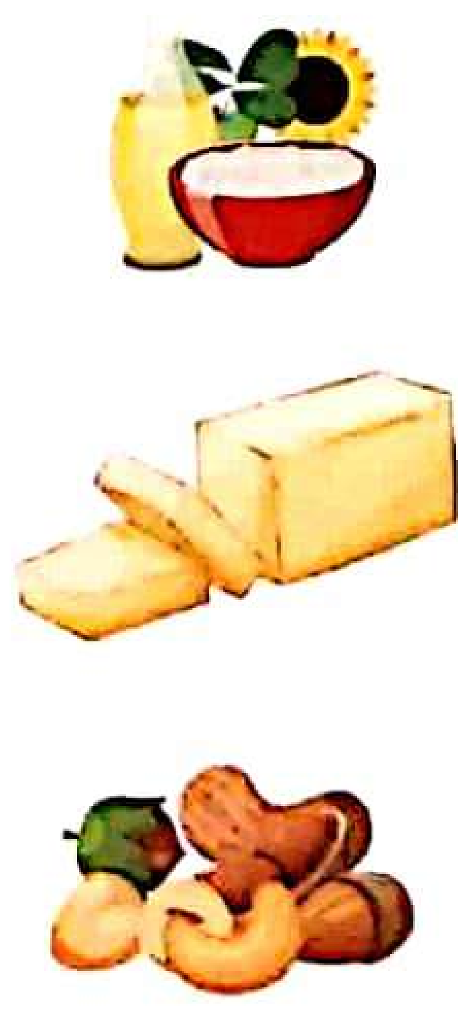
- ***Diet:*** It is the kind of food that a person eats regularly.

- ***Nutrient:*** It is an element of food that provides energy and is necessary for healthy growth **such as :**

Carbohydrates



Fats



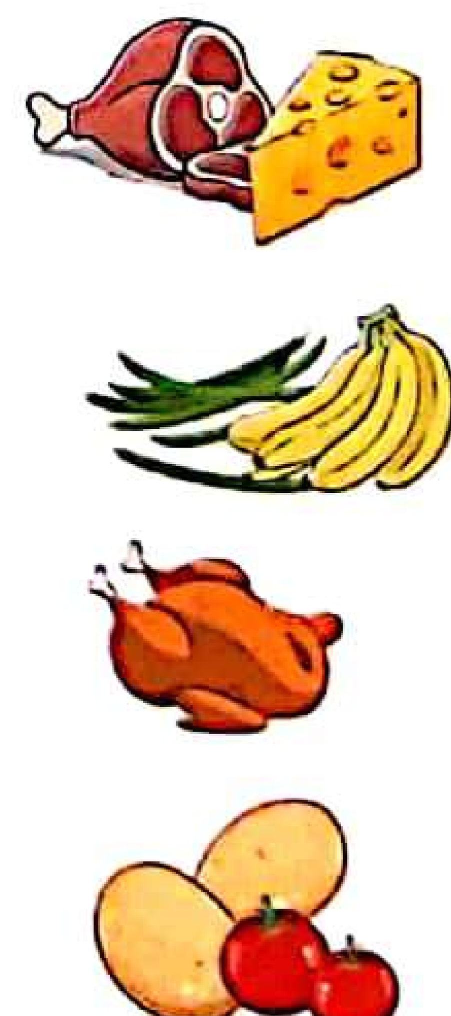
Proteins



Vitamins



Minerals

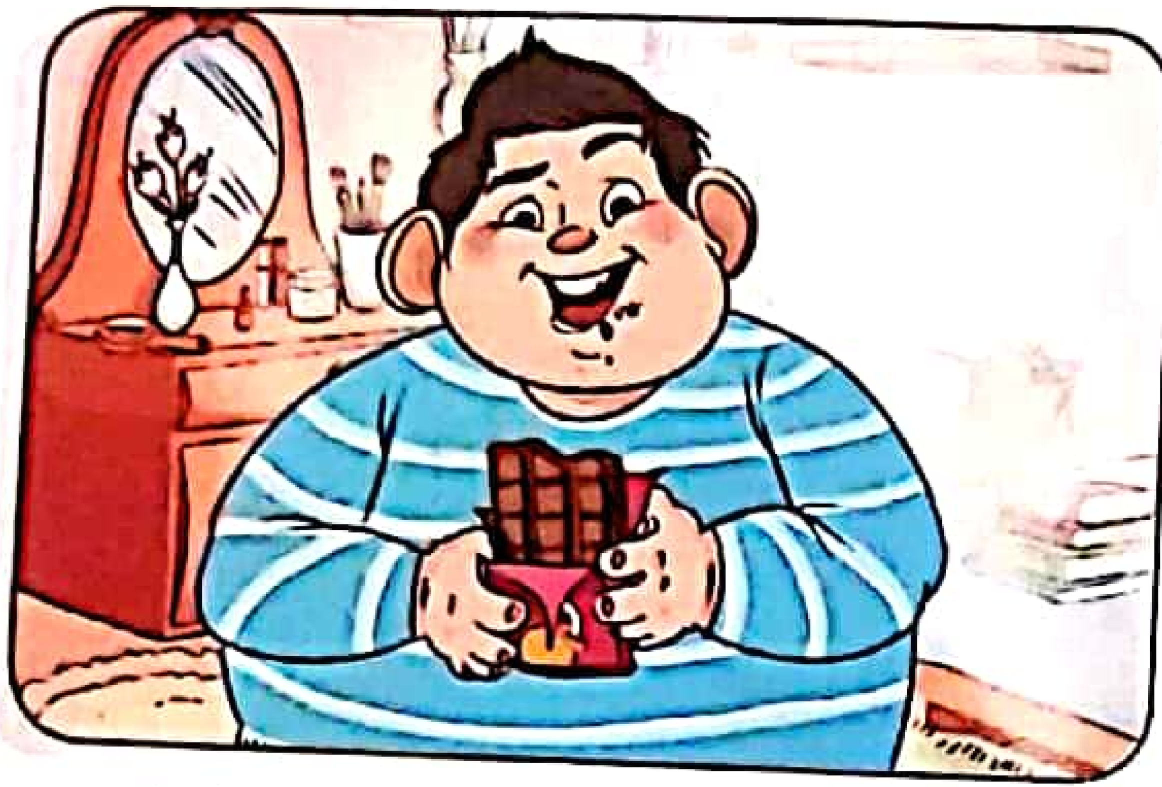


Lesson 5

1. How Much Sugar ?

Activity **Read and then answer the questions .**

We must eat sugar to get energy that we need.
But, if we eat more sugar than what the body needs, it will harm our heal... and body as follows :



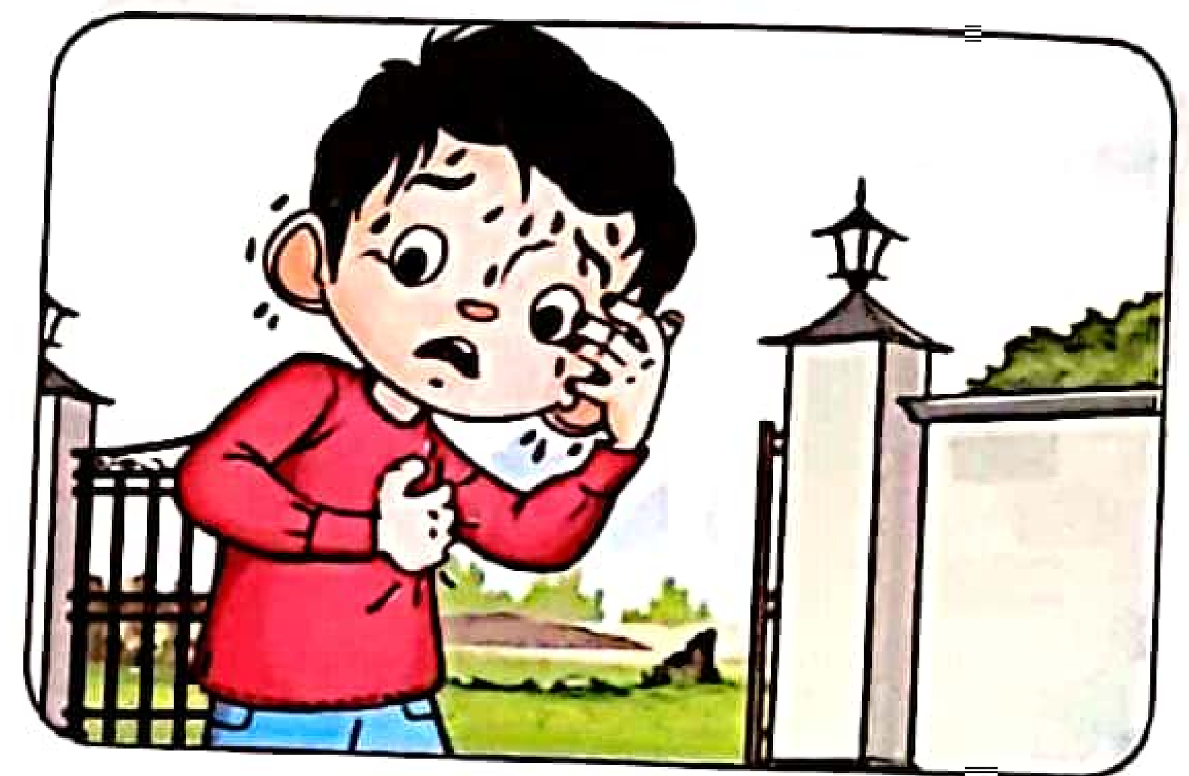
Gaining unhealthy weight.



Making cavities in the teeth.



Feeling jumpy and nervous.



Causing harms to your heart and damages it over time.

• Choose :

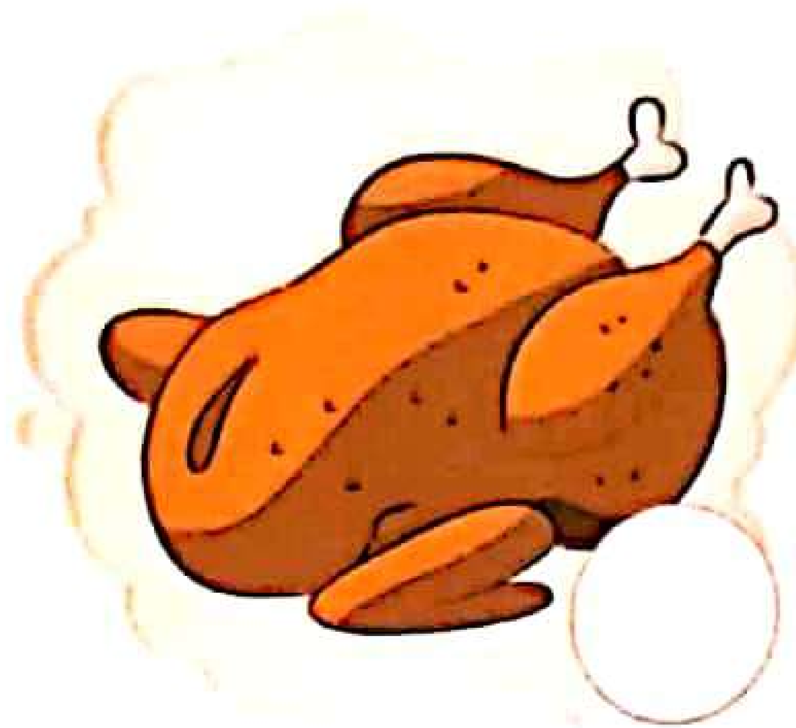
1. Eating more sugar than what our body needs leads to gaining ....
   a. unhealthy weight. b. less energy. c. healthy weight.
2. Sugar affects our teeth by making ....
   a. colors. b. sweets. c. cavities.
3. Eating more sugar has bad effects on our ....
   a. toys. b. teeth. c. hearts and teeth.
4. Eating more sugar makes you feel ....
   a. good. b. jumpy. c. nervous and jumpy.

Notes for parents

- Discuss with your child the bad effects when he/she eats more sugar than what his/her body needs.
- **Integration of subjects** : English (reading and writing) – Science (bad effects of more sugar on our body).
- **Life skills** : Collecting data – Verbal communication.

2. Processed Food And Fresh Food

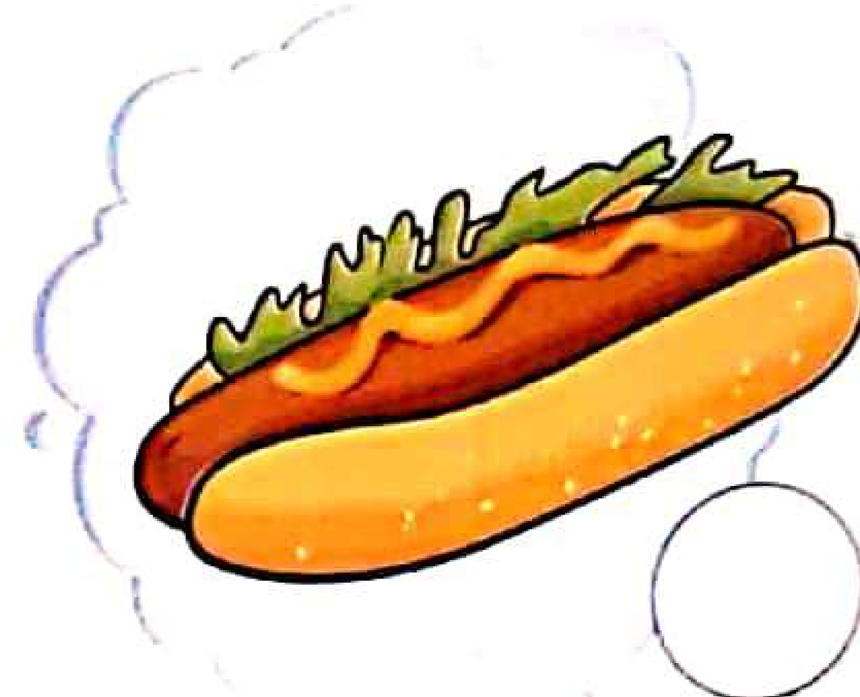
Activity Color the circle in red if the food is processed and in green if the food is fresh.



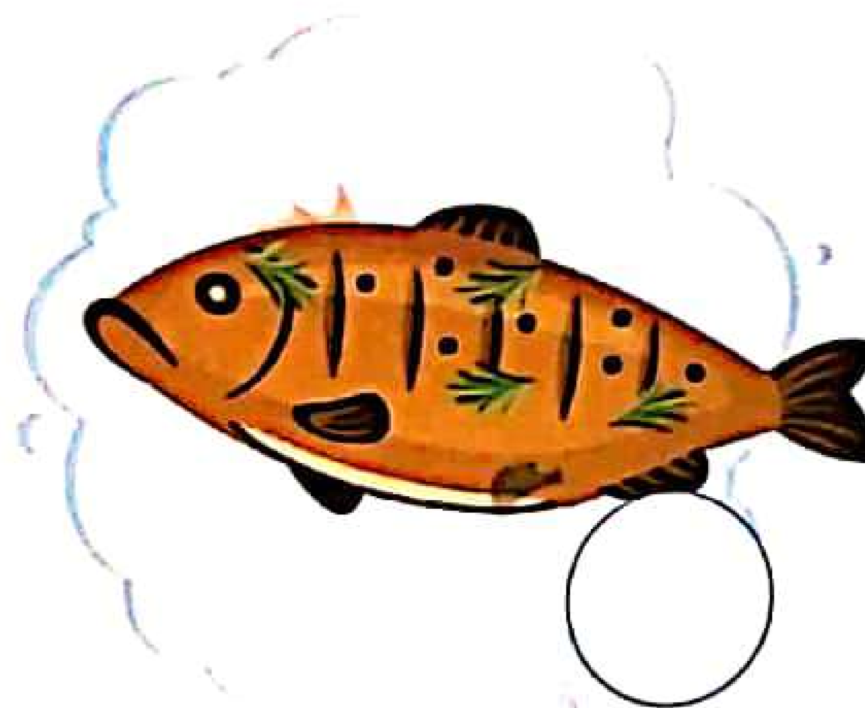
Chicken



Hamburger



Sausage



Fish



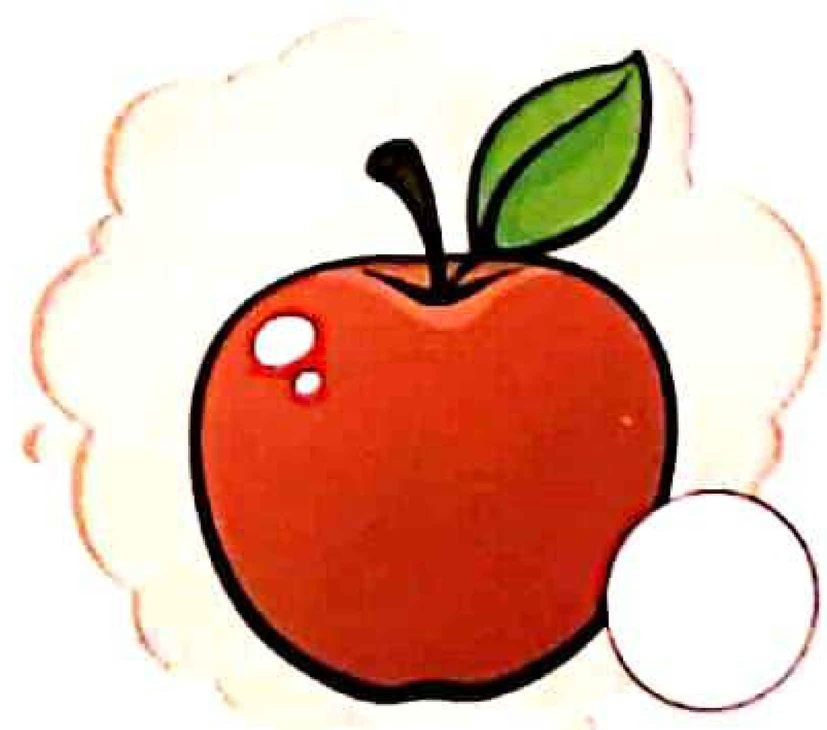
Broccoli



Jam



Tomato sauce



Apple

- Help your child to distinguish between processed food and fresh food.
- Discuss with your child that the fresh food is better than the processed food for his/her healthy growth.
- **Integration of subjects :** English (reading) – Art (coloring) – Science (nutrition) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Collecting data – Differentiation – Observation.

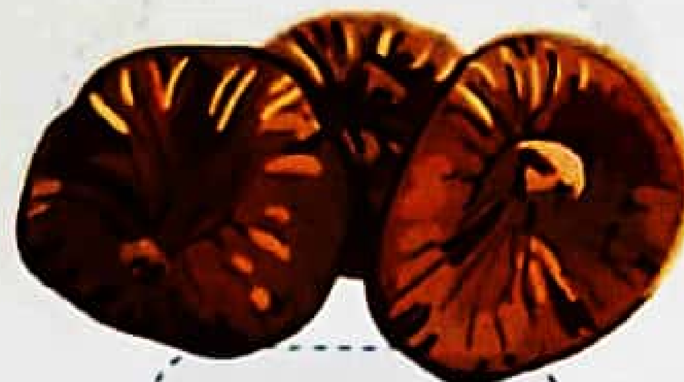
3. Time For A Snack

Activity Circle the healthy snacks that you can eat.

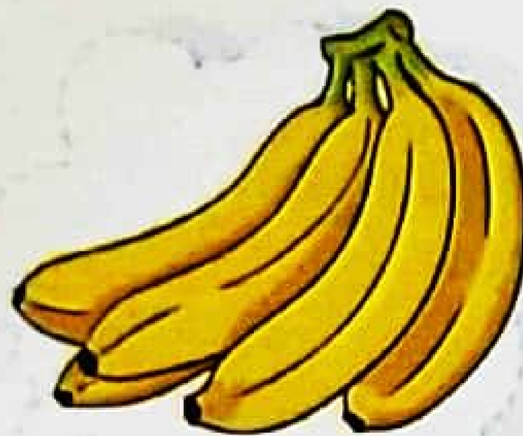

Apple



Chipsy


Dried figs


Dried apricots


Bananas


Lollipop


Chocolate


Dried dates

Dried food : It is fresh food we put in the Sun to take water off it, but the Sun leaves the important nutrients we need inside it like dried fruits (Fig - Apricot - Date).




Fresh figs




Dried figs

Notes for parents

- Help your child to differentiate between the healthy snacks and unhealthy snacks.
- Discuss with your child his/her choices.
- Discuss with your child dried food and its importance in our life.
- **Integration of subjects** : English (reading) – Economics and applied science (nutrition and food science).
- **Life skills** : Verbal communication – Differentiation – Observation – Collecting data.

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Lesson 6

1. What Is In The Package ?

Activity Read and learn.



Ramy : Mum, what are you doing ?

Mother : I am reading the nutration labels on the food packages!

Ramy : How can this information help us, mum ?!

Mother : It can help us to make healthy choices.

Ramy : Can I take a look on these labels, please ?

- Discuss with your child what the nutrition labels are and how these labels can help us to choose our healthy food.
- **Integration of subjects** : English (reading) – Economics and applied sciences (healthy nutrition).
- **Life skills** : Communication – Collecting data – Observation – Identify expected results.

2. How To Read Nutrition Facts ?

Activity Look at the following nutrition label, then learn how to read it.

1. Serving information
2. Calories
3. Nutrients
4. Quick Guide to percent Daily Value (% DV)
   - 5% or less is LOW
   - 20% or more is HI...

Nutrition Facts	
4 servings per container	
Serving size	1 cup (227g)
Amount per serving Calories	280
	% Daily value
Total Fat 9g	12%
Saturated Fat 4.5g	23%
Trans Fat 0g	0%
Cholesterol 35 mg	12%
Sodium 850 mg	37%
Total Carbohydrate 34g	12%
Dietary Fiber 4g	14%
Sugars 6g	
Protein 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6 mg	8%
Potassium 510mg	10%

The % Daily value (DV) tells you how much of each nutrient is in one serving.



Notes for parents

- Help your child how to read the nutrition facts labels on the food packages to choose the most healthy food.
- **Integration of subjects** : English (reading) – Math (percentage) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Critical thinking – Verbal communicating – Collecting data.

1- Serving Information (size) : is the amount of the food a person would normally eat at one time.

Example :

	one serving of food	%DV	Two servings of food	%DV
Serving Size	1 cup		2 cups	
Calories	280		560	
Total Fat	9 g	12%	18 g	24%

2- Calories : are the amount of energy in one serving of the packaged food. (Sometimes the label will say energy instead of calories).

3- Nutrients : help us to look for food that contains more nutrients we want to get more of, such as (dietary fiber, vitamin D, calcium, iron, potassium) and less of the nutrients we may want to limit, such as (sugars, saturated fat and sodium).

4- The percent Daily Value (%DV) : is the percentage of the daily value for each nutrient in a serving of the food. It can tell you if a serving of food is high or low in each nutrient.

☆ General Guide to (%DV) :

- 5% DV or less of a nutrient per serving is considered low.
- 20% DV or more of a nutrient per serving is considered high.

More often, choose foods that are :

- Lower in %DV for saturated fat, sodium and sugar.
- Higher in %DV for dietary fiber, vitamin D, calcium, iron and potassium.

• Discuss with your child, the meaning of serving information, calories, nutrients and the percent daily value.

3. Comparing Breakfast Cereal

Activity Look at the nutrition labels of two different breakfast cereal. Record the amount of nutrients in the table below, then answ the questions.



Cereal A

Nutrition Facts	
10 servings per container	
Serving Size 40g	
Amount per serving	
Calories	**165**
	%Daily value
Total Fat 3 g	
Soudium 234 g	
Total Sugars 14 g	
Protein 1 g	
Vitamin D	28%
Iron	14%
Vitamin A	28%
Vitamin B6	35%
Vitamin B12	35%
Magnesium	0%
Zinc	14%

Cereal B

Nutrition Facts	
10 servings per containe	
Serving Size 40g	
Amount per serving	
Calories	**12**
	%Daily valu
Total Fat 1 g	
Soudium 210 g	
Total Sugars 8 g	
Protein 4 g	
Vitamin D	28%
Iron	55%
Vitamin A	44%
Vitamin B6	44%
Vitamin B12	100%
Magnesium	22%
Zinc	28%

Breakfast cereal	Total fat	Total sugars	Protein
Cereal A			
Cereal B			

- Which cereal is more healthy ? ....
- Which cereal is less healthy ? ....
- Which cereal would you choose for your breakfast ? And why ?

I will choose cereal ....

Because ....

....

- Help your child to choose the more healthy breakfast according to the nutrition labels.
- **Integration of subjects** : English (reading and writing) – Science (healthy nutrition) – Math (percentage) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Self-expression – Observation – Verbal communication.

1. Are These Plants Healthy ?

Activity look at the following two figures, then answer the questions.



Figure 1



Figure 2

- **Choose :**
  - Which plant do you think is healthy ? ....

    a. Plant in figure 1 b. Plant in figure 2

- **Complete :**
  - I choose the plant in figure .... , because it gets .... every day.



- **Choose the correct sentence :**
  - Plants only need water.
  - Animals only need water.
  - Humans only need water.
  - Humans, animals and plants need water.

• Help your child to recognize that all living organisms need water to keep our body healthy and also it keeps us alive.
• **Integration of subjects :** English (reading and writing) – Science (importance of water to our life).
• **Life skills :** Observation – Verbal communication – Explain thinking processes.

2. Why Water Matters ?

Activity Read and learn then answer the questions.

- First of all you must know that your body mostly contains water.
- Water is in every part of your body, to make sure that your body is working properly, you need to stay hydrated.

Hydrated means : Drinking enough water to keep your body working well.

Importance of water :

- Keeps the body temperature constant.
- Helps the joints move correctly.
- Keeps the bones healthy.
- Helps the body get rid of toxins and wastes.

If you don't have enough water, you will :

1. Feel thirsty
2. Have a headache
3. Feel tired and dizzy

All the previous bad effects may happen because every day your body loses a lot of water from sweating and going to bathroom,even when you breathe you lose too much water.Without replacing it, you can become dehydrated. So, you need to drink enough water every day.

- **What will happen if you don't have enough water every day ?**

....

....

- **What is the importance of water for your body ?**

....

....

....

Notes for parents

- Discuss with your child the meaning of hydrated.
- Discuss with your child other benefits of water.
- **Integration of subjects :** English (reading and writing) – Science (importance of water)
- **Life skills :** Identify results and expected results – Verbal communication.

3. Drink Your Water

Activity

- **Your body needs eight cups of water per day.**

  You have three days. On each day you have 10 spaces. With every cup of water you drink on each day, stick one cup of water.



Day 1

Day 2

Day 3

- Discuss with your child the importance of drinking enough quantities of water for our health.
- **Integration of subjects** : English (reading) – Science (importance of water) – Math (counting) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Organization of tasks – Collecting data.

Note
Stickers are at the end of the book

4. Every One Should Drink Water

Activity Encourage your friends to drink water by making a **Poster** show... the importance of drinking enough water all over the day.

Draw

Notes for parents

- Help your child to make a poster to encourage his/her friends to drink water regularly through drawing and writing a good advice.
- **Integration of subjects** : Art (drawing and coloring) – English (reading and writing) – Science (importance of water) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Imaging – Self-expression – Creativity

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1. Keeping Food Cold

Activity Read and Learn

How do you keep food cold at home ?



You can keep food cold by using refrigerators. Refrigerators need electricity to work, some places and countries do not have electricity so, they do not have refrigerators. These countries use something to keep food cold known as the **"Zeer Pots"**.

How can you make a zeer pot?



1. Bring two ceramic pots. One of them is bigger than the other.



2. Put the smaller one inside the bigger one.



3. Fill the space between the two ceramic pots with sand.



4. Pour enough water onto the sand.



- Read with your child about keeping food cold, translate the unfamiliar words and try to make a zeer pot with your child.
- **Integration of subjects** : English (reading) – Social studies (dry countries use zeer pots) – Science (refrigerators).
- **Life skills** : Creativity – Verbal communication – Collecting data.

5 Finally, its ready to be used.
You can put some vegetables, fruits or some juice packages in your zeer pot.



How does it work ?



- The water you have poured into the sand evaporates into the air, so it takes heat with it and this cools the space inside the pot.
- Zeer pots work best in the shade, because the Sun will warm them quickly. They also work well in a breezy area, because the wind makes the water evaporate faster.

Note :

These pots are most effective in areas where the air is very dry as desert areas.



Notes for parents

- Help your child to make a simple model of a zeer pot at home.

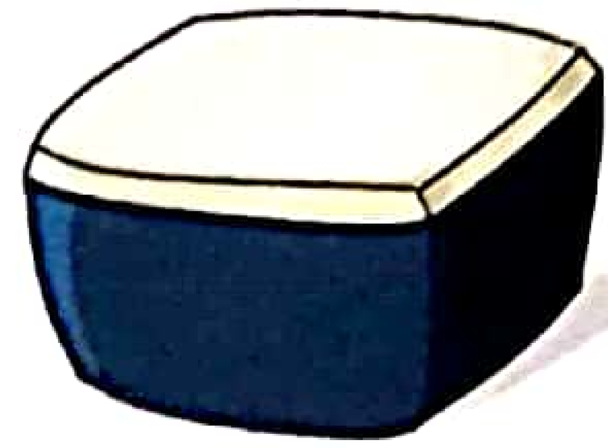
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2. My Ideas

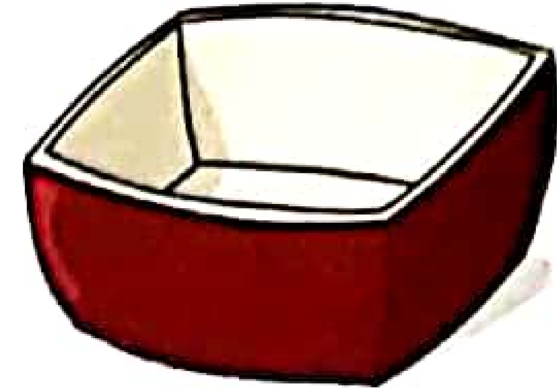
Activity 1 Make your own Ice box

Steps :

1. Bring a big plastic box with a cover.



2. Bring another plastic box that is smaller than the first one and without a cover.



3. Put the small plastic box in the big one.



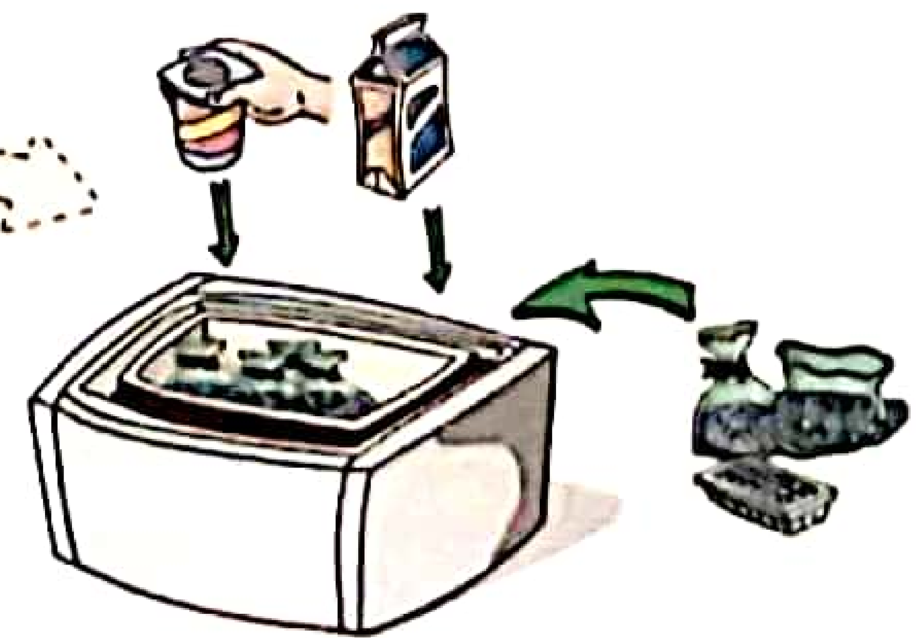
4. Put some foam sheets in the space found between the two boxes.



5. Cover the big box with some foam sheets from outside.

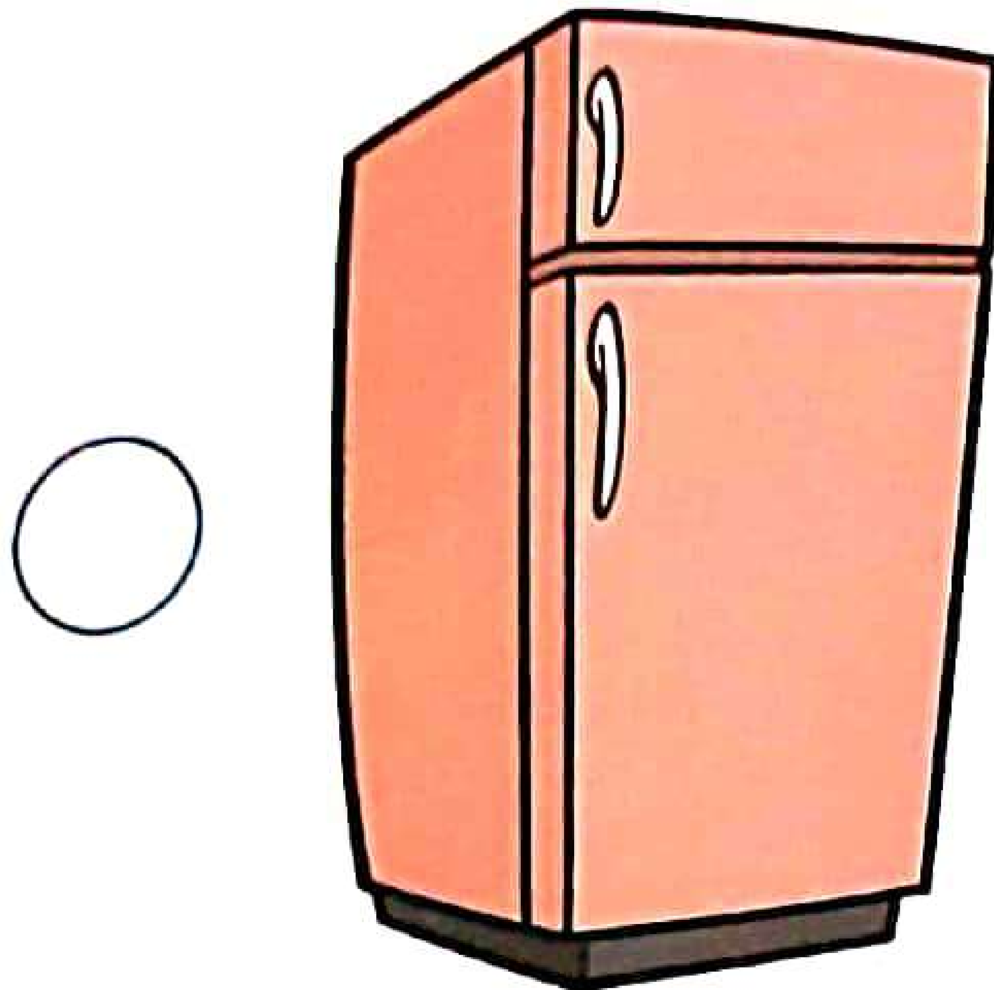


6. Put some ice cubes in plastic bags, then put these bags inside the box. Now, put yogurt or juice packages in your ice box to keep them cold.

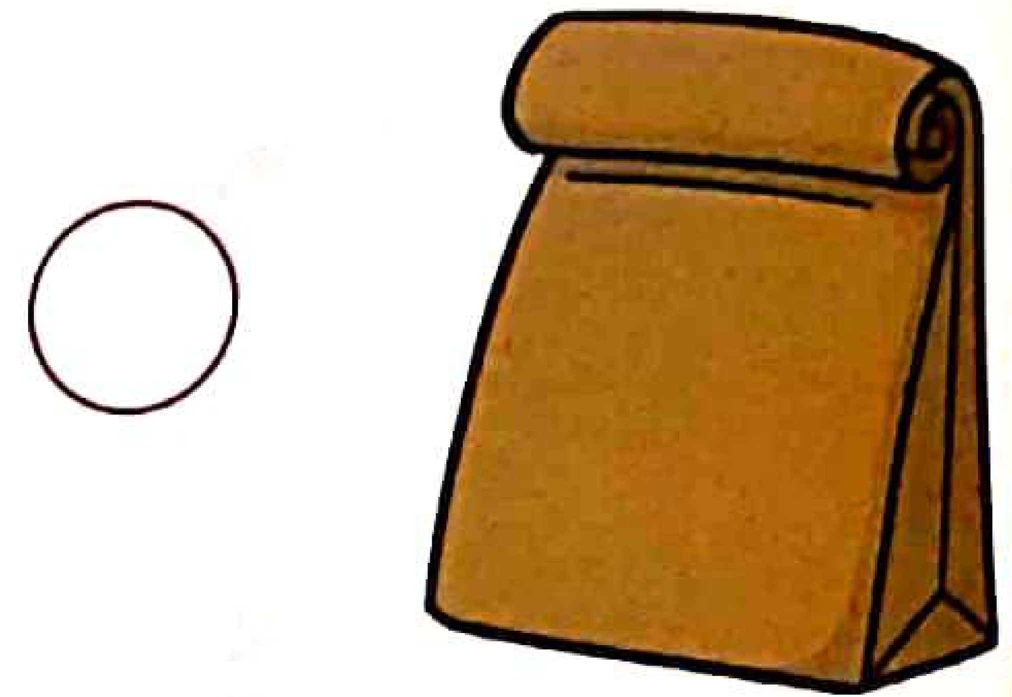


- Help your child to make his own ice box.
- **Integration of subjects :** English (reading) – Art (making new things).
- **Life skills :** Creativity – Verbal communication.

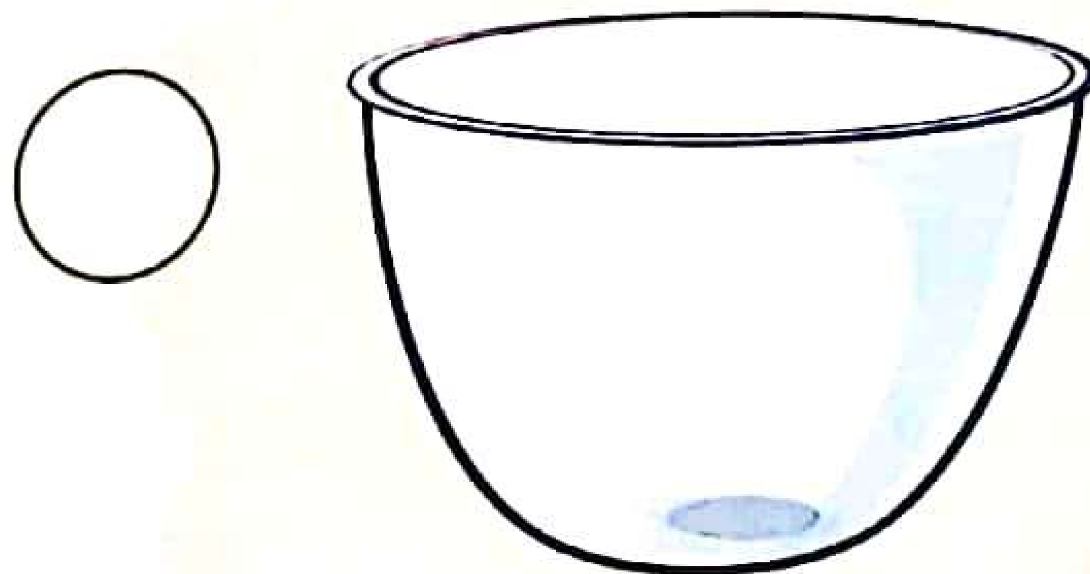
Activity (2) Put ✓ beside the picture that you think it is a good way to keep our food cold.



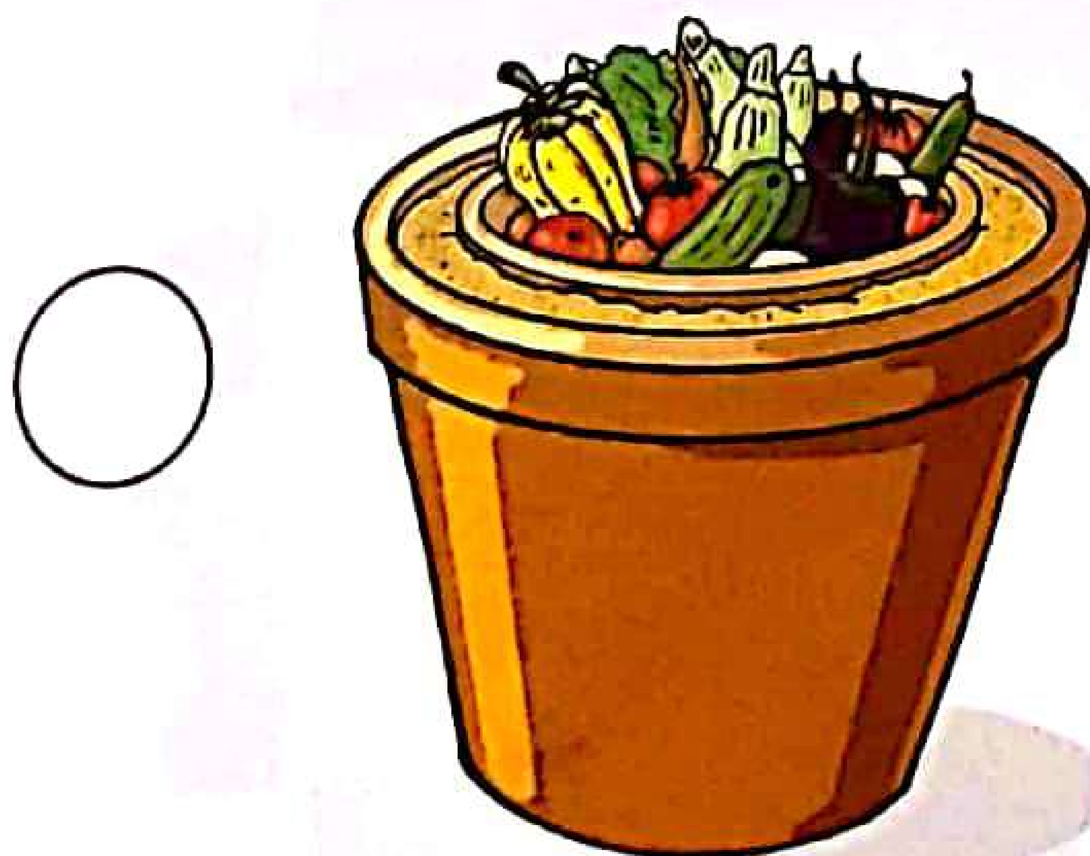
Refrigerator



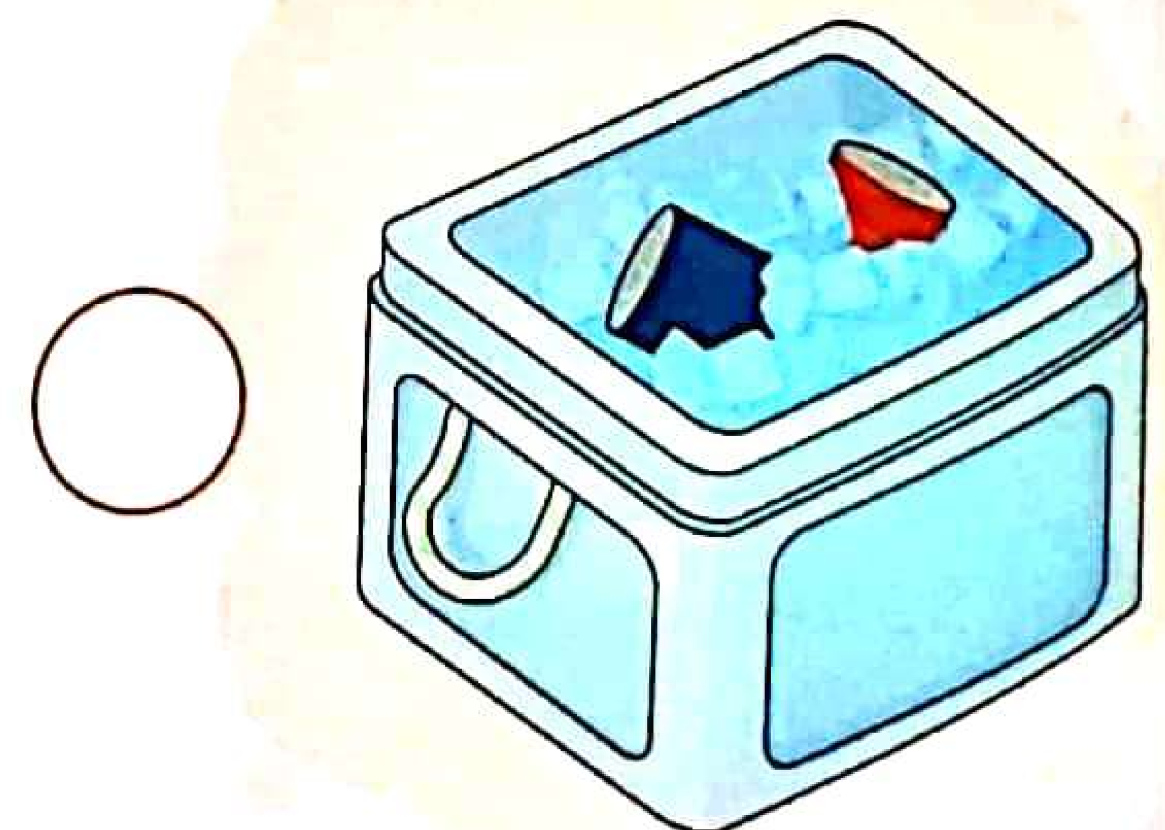
Paper bag



Glass dish



Zeer pot



Ice box

Notes for parents

- Help your child to choose the correct pictures and discuss with your child his/her choices
- **Integration of subjects :** English (reading) – Science (keep the food cold).
- **Life skills :** Differentiation – Collecting data.

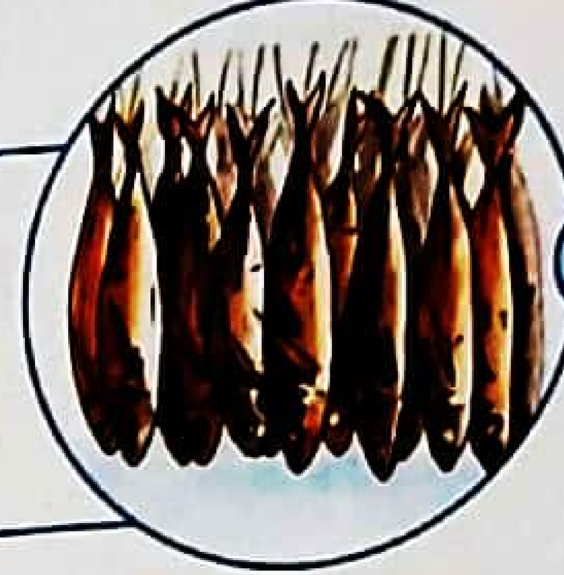
Food Storage Through Time

Activity Read then answer the questions :

We have a history of how we can store food.
Let's see the timeline that shows this history.

Timeline
It is a method we can use to understand history.

10,000 BCE
People used fire to heat and smoke food to store these types of food like fish and meat for a long time.



7,000 BCE
People used to dry some fruits such as dates and figs in the Sun to store them for a long time.



30 BCE
People used salt to keep some food like fish to store them for a long time.



In 1810
People used glass jars for canning some types of food like vegetables to store them for a long time.



In 1920
People used refrigerators to keep all types of food cold and store them for a long time.



- Let your child recognize what the timeline of storing food is.
- Discuss with your child the meaning of "BCE" that means "Before the common Era".
- **Integration of subjects** : English (reading and writing) – Science (storing food) – Social studies (history of storing food) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Observation – Collecting data.



After you studied the timeline of food storage, you must know that technology helps humans to make their life easier.



Technology : It is human-designed solutions to a problem.

• Complete :

- People used .... to heat and smoke food. (water - fire - a
- People used .... to dry some fruits. (water - fire - the Su
- People used salt to keep some fish for a long time in .... BCE. (200 - 30 - 10
- people used glass jars for canning some types of .... (vegetables - water - ai
- Refrigerators keep all types of food .... (cold - normal - dirty
- .... is human-designed solutions to a problem. (Food - Technology - The Sun
- .... is a method we can use to understand history. (Food - Storage - Timeline

Notes for parents

- Discuss with you child the different ways to store food.

I HAVE LEARNED THAT

- **If we eat more sugar than what the body needs it will harm our health such as :**

  Gaining unhealthy weight :



- **We have many processed food such as :**



- **We have many fresh food such as :**



About dried food : It is fresh food we put in the Sun to take water out of it, but the Sun leaves the important nutrients we need inside it like dried fruits :





Fresh figs

after few days



Dried figs

- **Humans, animals and plants need water.**
- **Importance of water :**
  - Keeps the body temperature constant.
  - Helps the joints move correctly.
  - Helps the body get rid of toxins and wastes.
  - Keeps the bones healthy.
- **If you don't have enough water you will :**
  - Feel thirsty
  - Have a headache
  - Feel tired and dizzy
- **Zeer pots are most effective in areas where the air is very dry as desert areas.**

PROJECT

My healthy canteen

Use the stickers to stick every food in its right place to make your hea[lthy]
canteen.



Our Healthy Canteen

Snacks

Cold Food

Fresh Food

Notes for parents

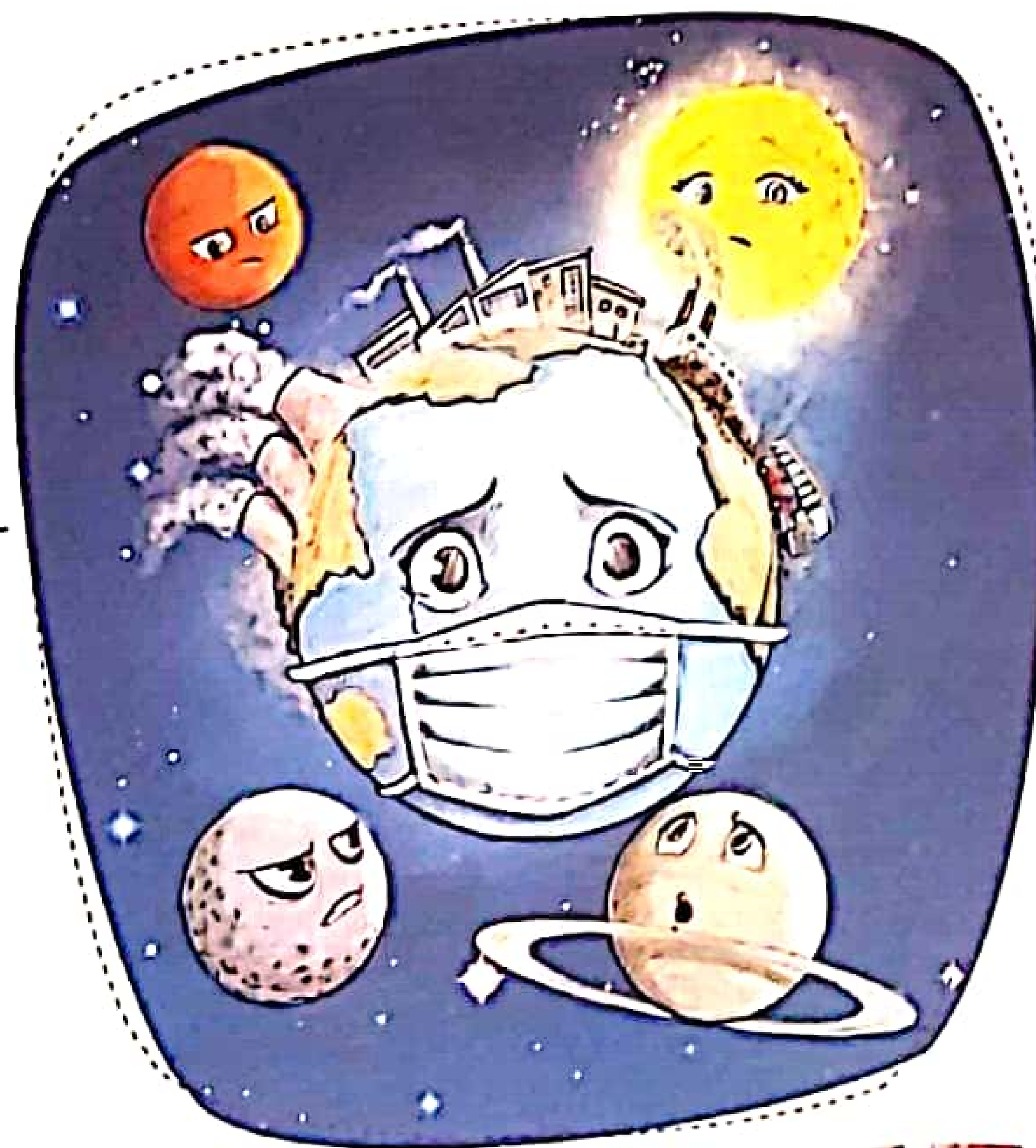
• Help your child to make his/her healthy canteen.

Note
The stickers are at the end of the book

THEME 2

The World Around Me.

Taking Care Of Our World

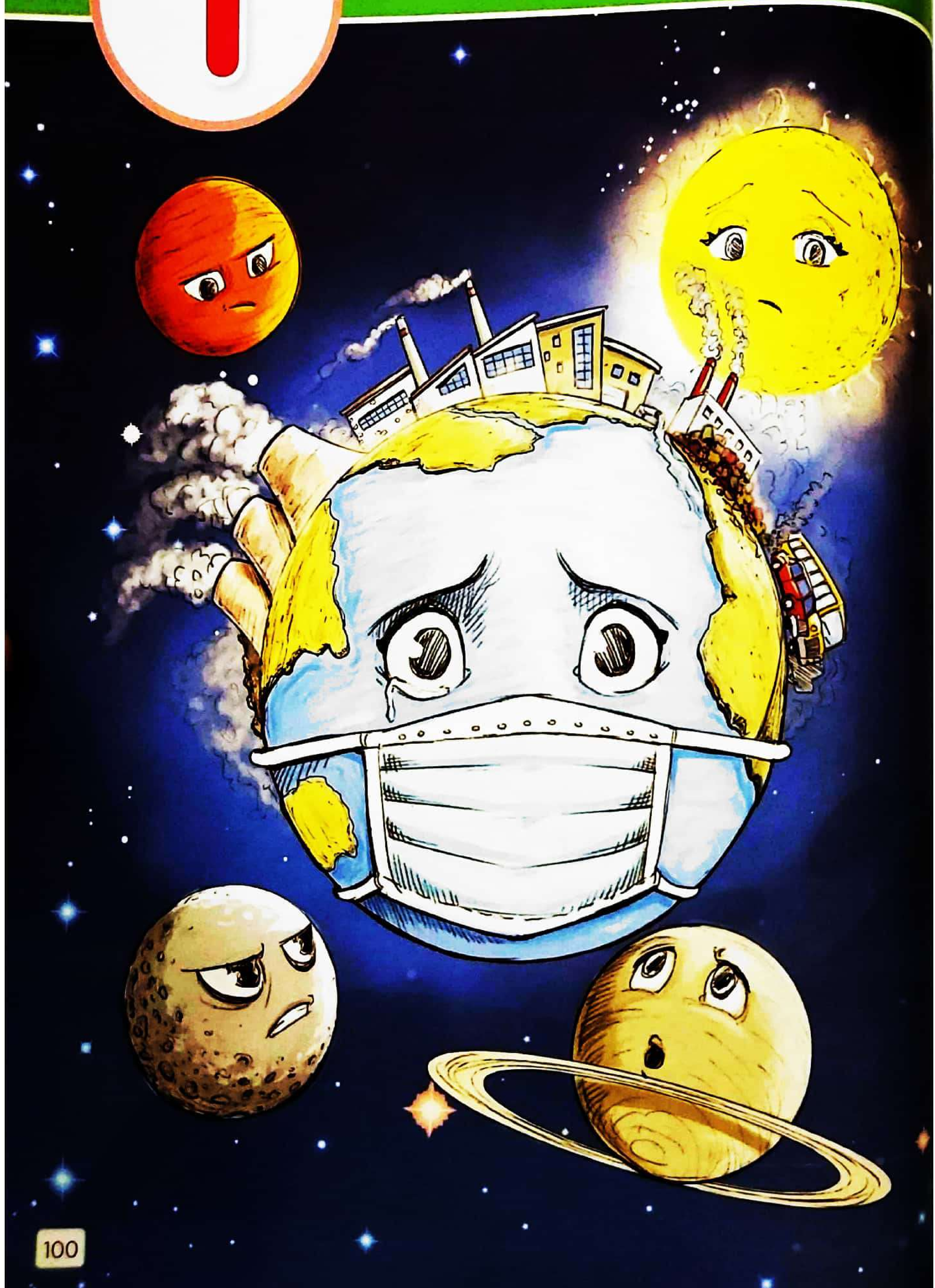






Chapter 1

When Habitats Chang



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1. Close Observations

Activity 1 Observe a Picture of a habitat, then answer the question

A Habitat : *It is the environment where plants and animals normally live and*



• Choose :

1. This habitat contains ....

(animals - plants - animals and plants

2. .... is an example of a non-living thing in this habitat.

(A cow - A lake - A sheep)

• Write the names of animals in the previous picture :

....

....

Notes for parents

- Discuss with your child the habitat consists of living organisms and non-living things.
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Observation – Verbal communication.

Activity 2 Read and Learn.

All living things need food, water, air and shelter.

Lion



I eat meat.
I live in the jungle.

Rabbit



I eat plants like carrot.
I live on the farm.

Dolphin



I eat fish.
I live in some oceans.

Giraffe



I eat leaves.
I live in the jungle.

Camel



I eat grass, grains and wheat.
I live in the desert.

Fox



I eat animals.
I live in the forest.

- Discuss with your child another examples of living things and their needs.
- Let your child mention some other examples of animals that live in desert, forest, farm .... etc.
- **Integration of subjects** : Science (meet the needs of different living things) – English (reading).
- **Life skills** : Observation – Collecting data.

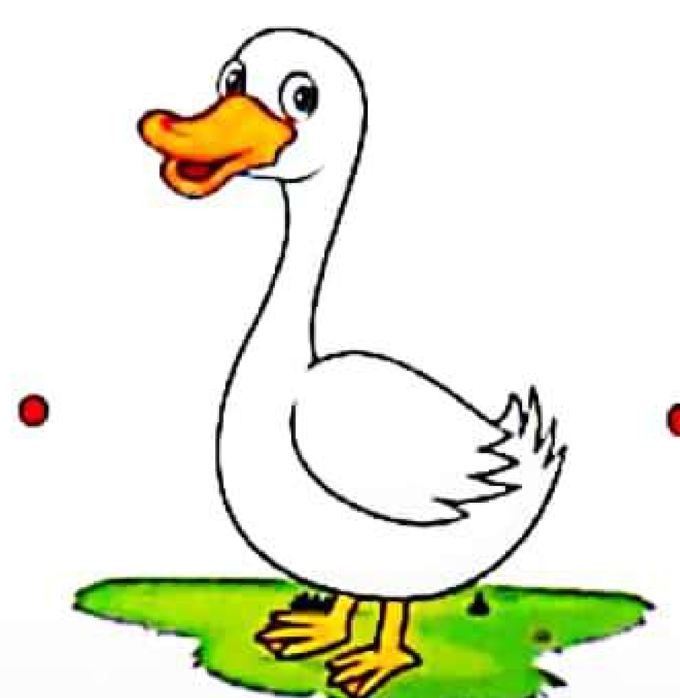
Activity 3 Match each animal to its suitable food and habitat.

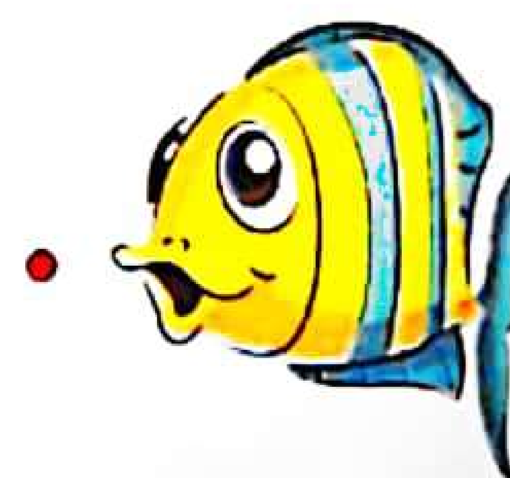

Sea


Hawk


Meat


Forest


Goose


Fish


Farm


Shark


Grass


Mountain


Tiger


Snake

Notes for parents

- Discuss with your child other examples of animals and let him/her mention their habitats and their food.
- **Integration of subjects** : Science (meet the needs of different living things) – English (reading).
- **Life skills** : Realize relationships – Classifying.

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2. My Local Habitat



Activity ① Draw a picture of your local habitat and color it. write 3 sentences to describe your local habitat.



Draw your local habitat

Write 3 sentences describe your local habitat.



- Let your child draw his/her local habitat and write 3 sentences to describe his/her local habitat.
- Integration of subjects : Science (analyze a habitat) – English (writing) – Art (coloring).
- Life skills : Verbal communication – Self-expression.

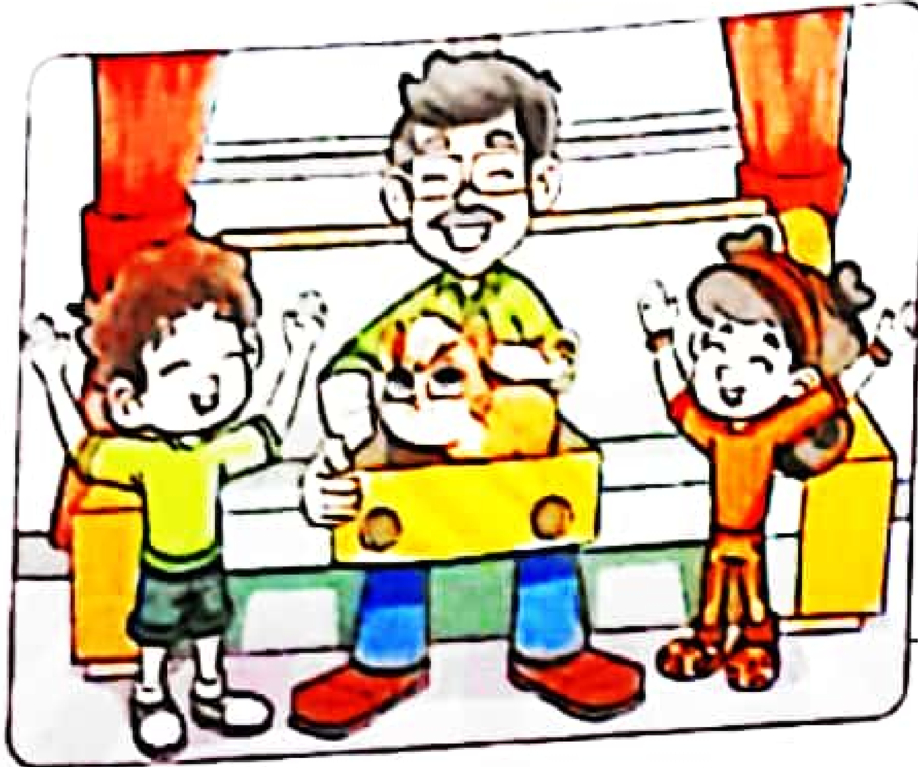
Activity 2 Read the following story, then answer the questions.



In the evening, Amir's father enters the house with a box.

Amir asks his father, "What is this ?"

Father tells Amir that it is a surprise for him and his sister.



Father opens the box. The surprise is a "Cat".

Amir and Sara say, "It is a nice surprise, Dad".



Sara says how they will take care of this cat.

Amir says, "Cats need food and water only".



Sara says : "No, Amir, cats also ne shelter.

Father says : "Yes, my children, ca need food, water, air and shelter".

• Put (✓) or (✗) :

1. Cats need food and water only. ( )
2. Amir said that cats need shelter. ( )

• Complete :

All living things need ……………… , ……………… , ……………… and ………………

parents

- Help your child to read the story for comprehension.
- Discuss with your child all of the animals needs are important.
- **Integration of subjects :** Science (communicate information with others) – English (reading and writing).
- **Life skills :** Good listening – Collecting data.

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Lesson 2

1. Living Organisms

Activity 1 Read and learn.

Do you know that a habitat consists of living things and non-living things.

Yes, but please you must say "living organism" because it is more accurate.

Habitats

Living organisms

- Humans



- Plants



- Animals



Non-living things

- Natural non-living things

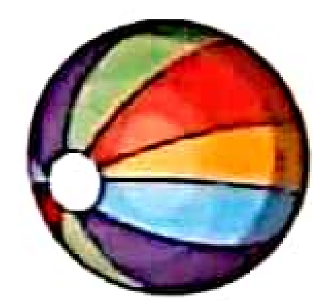




- Rocks
- Sun

- Man-made non-living things





- Chair
- Ball

- Let your child use the term "living organism" instead of "living things".
- Let your child express that :
  - Habitats consists of living organisms and non-living things.
  - Discuss with your child other examples of living organisms and non-living things.
- **Integration of subjects** : Science (environmental science) – English (reading).
- **Life skills** : Observation – Collecting data – Classifying.

Activity 2 Write the names of the following items in the table below to classify them into living organisms and non-living things.


Bee


Book


Butterfly


Bat


Clothes


Toys


Sand


Ant


Bag


Dolphin


Car


Kangro

Living organisms	Non-living things

Notes for parents

- Discuss with your child other examples of living organisms and non-living things.
- Integration of subjects : Science (environmental science) – English (reading and writing).
- Life skills : Distinguishing – Classifying.

2. Habitats

Activity 1 **Read and Learn.**

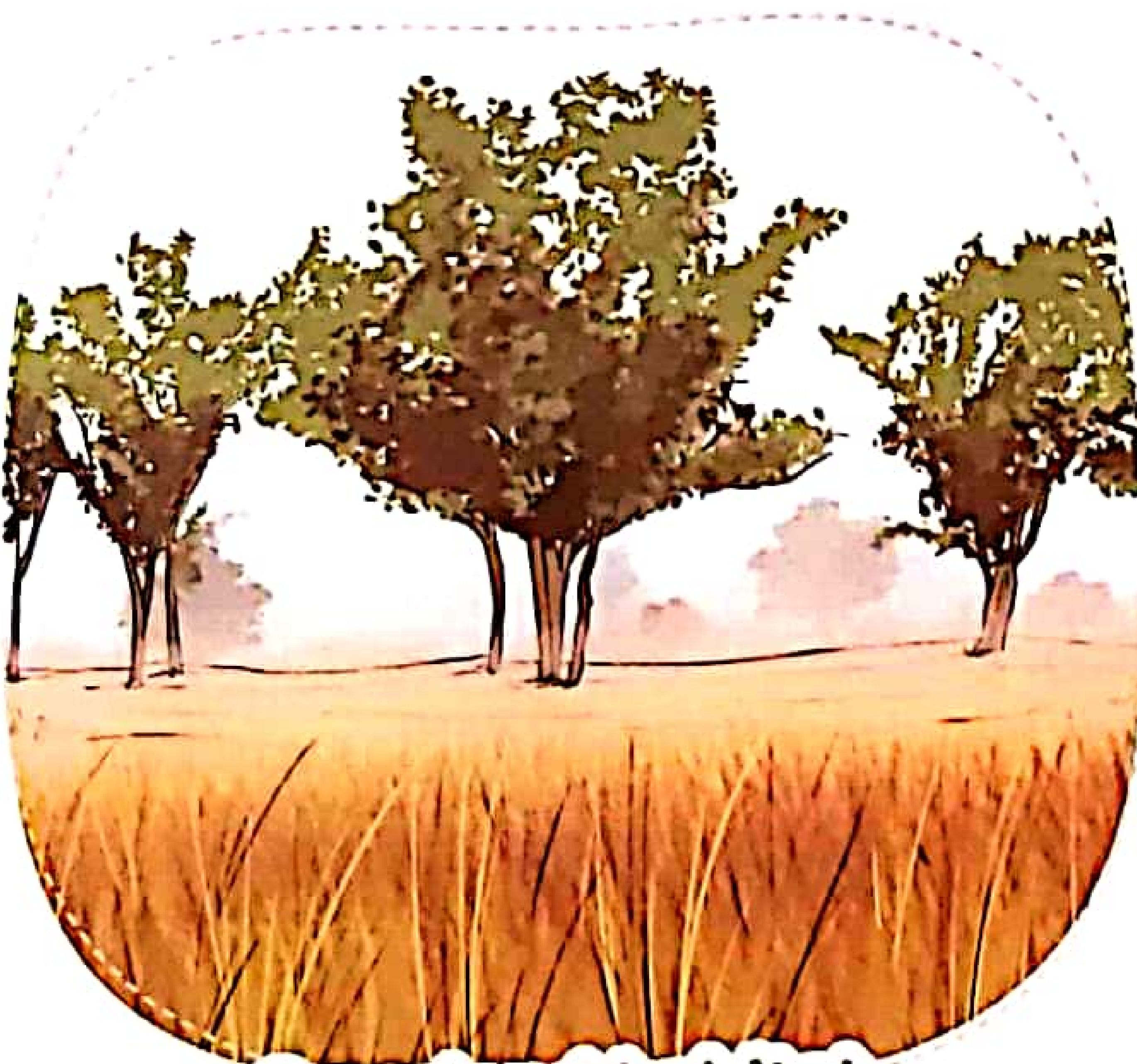
In our world, there are many habitats such as :



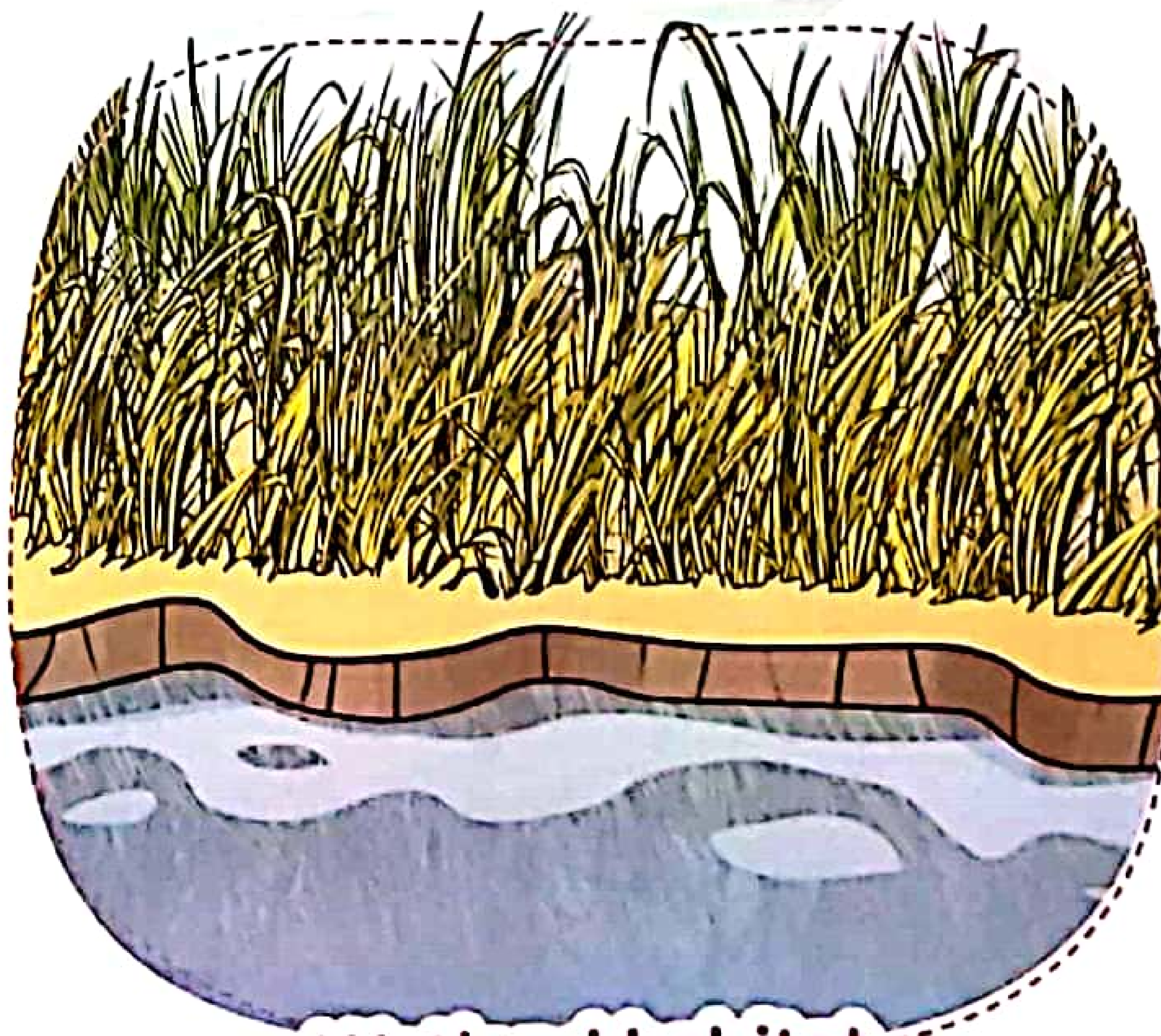
Polar habitat



Rainforest habitat



Grassland habitat



Wetland habitat

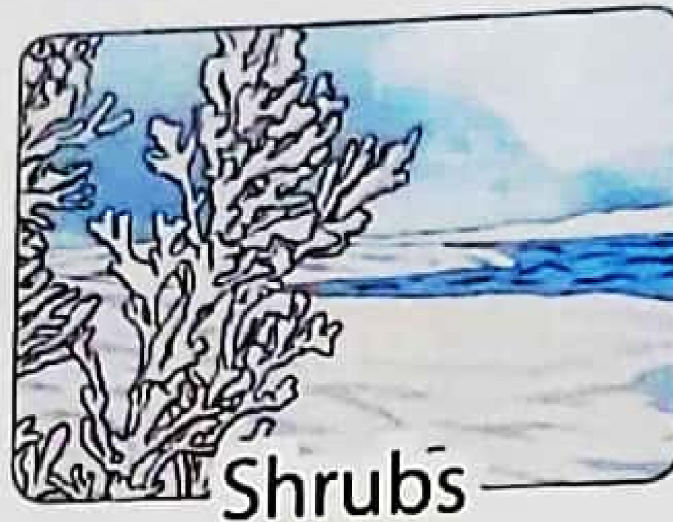
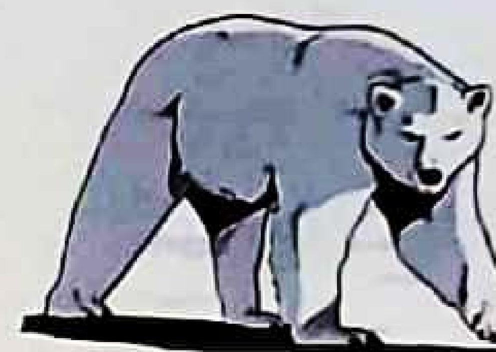
- Discuss with your child there are different habitats around the world and let him/her look at the pictures to describe each habitat.
- **Integration of subjects :** Science (environmental science) – English (reading).
- **Life skills :** Observation – Collecting data.

Activity (2) Read and learn, then answer the following questions.

Polar habitat

It is a habitat where ice covers large parts of it and is found near the north and south poles.

Now, let's see the weather in the polar habitat and also learn about some plants and animals that live in it.

Weather	Cold and windy.
Plants	 Shrubs  Moss
Animals	 Sea lion  Whale  Polar bear  Arctic fox Penguins walk, gather and sleep on the ice and swim in the water to find food. 

• Complete :

In polar habitat, there are many animals such as .... , ... , ... , ... and ....

• Choose :

1. In polar habitat, the weather is .... (cold - warm - rainy)
2. In polar habitat, ... covers large parts of it. (sand - ice - rock)

Notes for parents

- Discuss with your child the definition of polar habitat and let him/her recognize the weather, plants and animals in it.
- **Integration of subjects** : Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).
- **Life skills** : Collecting date – Verbal communication.

Activity 3 Read and learn, then answer the following questions.

Rainforest habitat

It is a habitat which is full of trees and is located near the equator where it is warm.

Now, let's see the weather in the rainforest and also learn about some plants and animals that live in it.

Weather	Warm and rain falls almost every day.			
Plants	Plants have big leaves to help capture light.		Tall trees block most of Sunlight from reaching the ground.	
Animals	• Amphibians such as frog.		• Monkey.	
	• Large snakes crawl on the dark, warm and wet floor to catch their preys.		• Macaw (a type of parrots).	

• **Put (✓) or (✗) :**

1. Rainforests are full of trees. ( )
2. In rainforest habitat, plants have small leaves to help capture light. ( )

• **Mention some animals that live in the rainforest habitat.**

....

....

• Discuss with your child the definition of a rainforest habitat and let him/her recognize the weather, plants and animals in it.
• Integration of subjects : Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).
• Life skills : Collecting data – Verbal communication.

Activity 4 Read and learn, then answer the following questions.

Grassland habitat

It is a habitat which has dry and flat areas of land and few trees.

Now, let's see the weather in the grassland habitat and also learn about some plants and animals that live in it.

Weather	In some grassland habitats, the weather is warm all the year and in the other grassland habitats , the weather is warm in summer and cool in winter.
Plants	Tall grass.  Bushes where birds make their home. 
Animals	 Lion  Cheetah  Prairie dog  Rabbit Prairie dogs and rabbits dig burrows in the dirt to find shelter.

• Complete :

In some grassland habitat, the weather is .... all the year, but in the other grassland habitat, the weather is .... in the summer and .... in winter.

• Choose :

1. .... dig burrows in the dirt to find shelter .
(Lions - Rabbits and prairies dogs)

2. Grassland habitat has .... trees.
(many - few)

Notes for parents

• Discuss with your child the definition of grassland habitat and let him/her recognize the weather, plants and animals in it.

• **Integration of subjects :** Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).

• **Life skills :** Verbal communication – Collecting data.

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Activity 5 Read and learn, then answer the following questions.



Wetland habitat

It is a habitat where fresh water or salt water and land meet forming swamps.

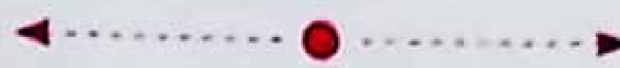
Now, Let's see the weather in the wetland habitat and also learn about some plants and animals that live in it.

Weather Warm or cool or have multiple seasons.

Plants



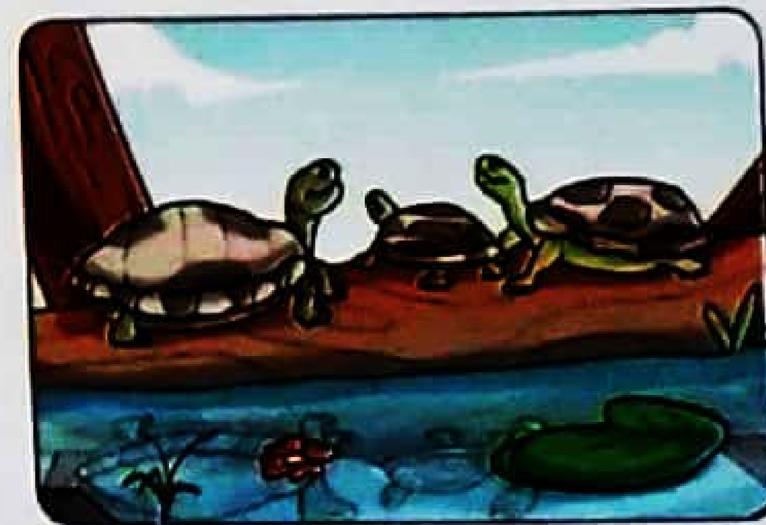
Plants grow





under the water. floating on top of the water.

Animals Many animals that live in wetlands can survive both in water or on land for example : turtles.



- **Put (✓) or (✗) :**

1. In wetland habitat, animals live in water only. (   )
2. In wetland habitat, plants grow under or floating on top of the water. (   )

- **Complete :**

Wetland habitat is a habitat where .... or salt water and .... meet forming swamps.

- Discuss with your child the definition of wetland habitat and let him/her recognize the weather, animals and plants in it.
- **Integration of subjects :** Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).
- **Life skills :** Collecting data – Verbal communication.

3. Habitat Research

Activity **Graphing the habitat.**

My habitat

I live in .... city.



Weather

In my habitat, the weather is ....



Living organisms

In my habitat, there are many living organisms such as ....

....



Non-living things

In my habitat, there are many non-living things such as ....

....

Notes for parents

- Help your child to research for information about his/her habitat and mention the weather, living organisms and non-living things in his/her habitat on the internet or books.
- Integration of subjects : Science (environmental science) – English (reading and writing).
- Life skills : Self-expression – Observation – Searching for information.

1. Comparing Habitats

Activity 1 Use the venn diagram to answer the following questions.

Rainforest habitat

- Has many trees.
- Animals :
  - Frogs
  - Macaws
  - Monkeys
  - Large snakes

Grassland habitat

- Has few trees
- Animals :
  - Prairie dogs
  - Rabbits
  - Lions
  - Cheetahs

Both: Feel very warm.





- **Put (✓) or (✗) :**

1. Both rainforest and grassland habitat have many trees. ( )
2. In grassland habitat, the weather is warm. ( )

- **Complete :**

1. Grassland and rainforest habitat are simillar in ....
2. Rainforest habitat differs from grassland habitat in .... and ....

- Discuss with your child the differences and similarities between rainforest habitat and grassland habitat.
- Integration of subjects : Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).
- Life skills : Set clear goals – Differentiation – Collecting data.

Activity (2) **Complete the following table.**

Note : Use the activities on pages 110 & 113 and page 110 & 113 to comple the following table.

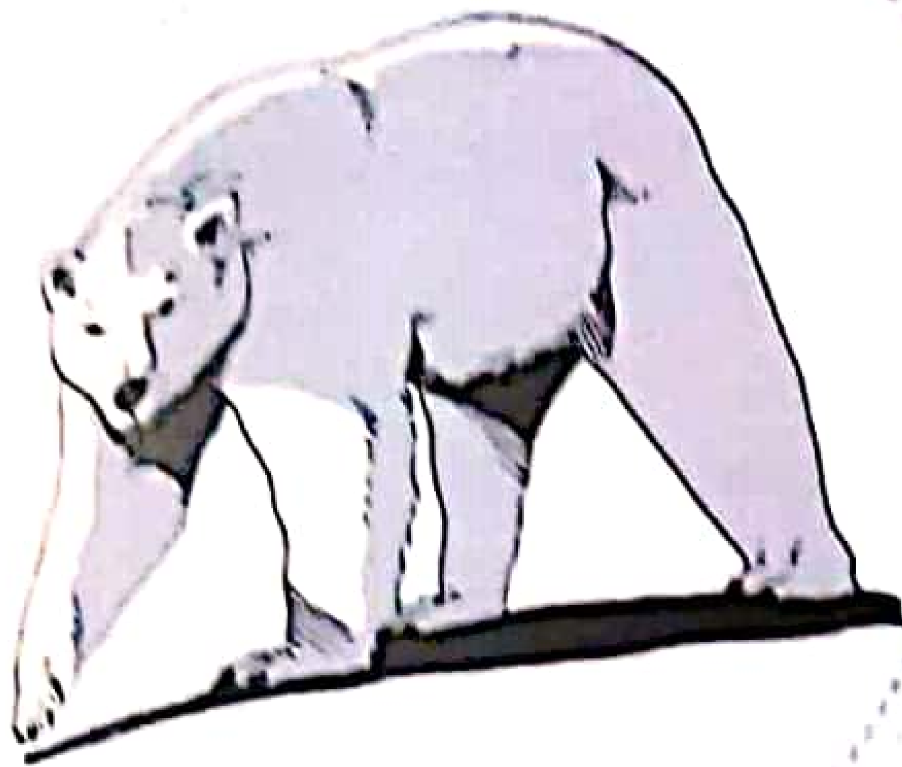
Points of comparsion	Polar habitat	Wetland habitat
Definition	It is a habitat where ice covers large parts of it and is located near the north and south poles.	....
Weather	....	Warm or cool or have multiple seasons.
Plants	Shrubs and moss.	....
Animals	....	....

Notes for parents

- Let your child complete the table and recognize the differences between polar habitat and wetland habitat.
- **Integration of subjects :** Science (environmental science) – English (reading and writing) – Social studies (compare and contrast physical features of different regions of the world).
- **Life skills :** Verbal communication – Differentiation – Collecting data.

2. Where Do I Live ?

Activity 1 **Read and learn, then answer the following questions.**



Polar bear

- I live in polar habitat **because** I am covered in thick white fur to stay warm.
- I eat fish and hunt for seals on the ice.

- I live in grassland habitat **because** I need to live in a warm place because my body doesn't adapt well to cold weather.
- I eat leaves that I reach with my long neck.
- I have long legs to run quickly through open areas.



Giraffe

- **Why can polar bear live in polar habitat ?**

....

....

- **Why can giraffe live in grassland habitat ?**

....

....

- **Put (✓) or (✗) :**

1. Giraffe has long neck to run quickly through open areas. (   )
2. Polar bear has white fur to stay warm. (   )

- Discuss with your child the evidence that the polar bear and giraffe can live in their habitat.
- Integration of subjects : Science (environmental science) – English (reading and writing).
- Life skills : Observation – Collecting data – Explain thinking processes.

Activity (2) Read and Learn, then answer the questions.

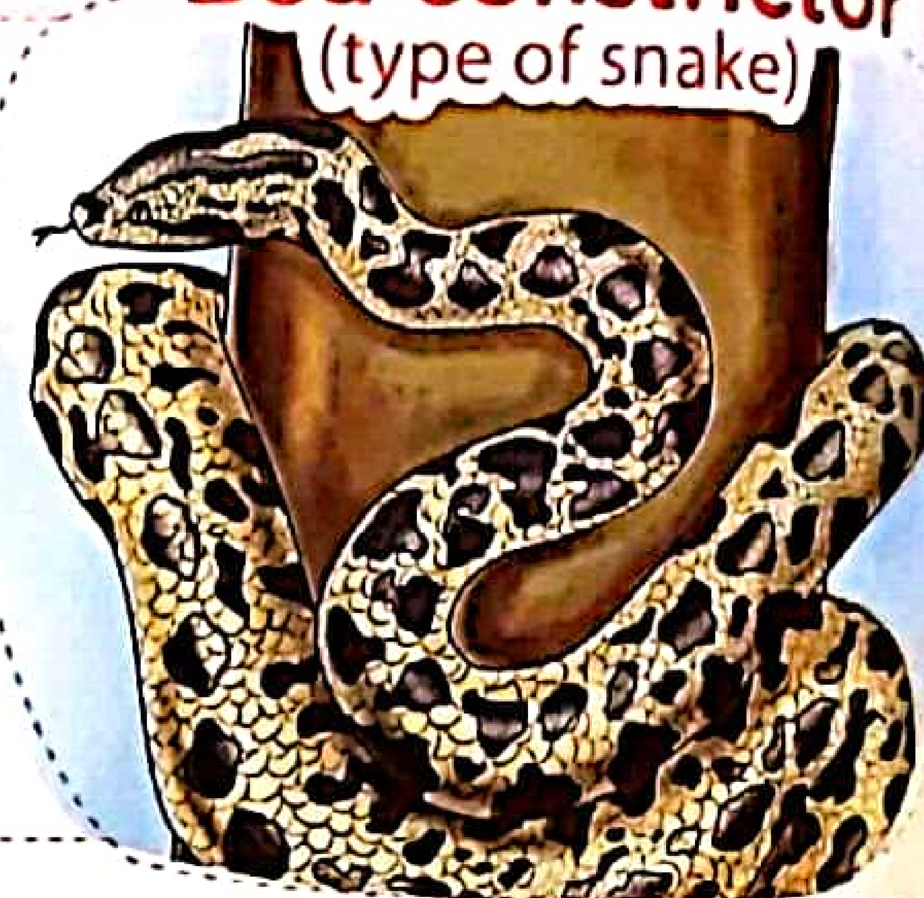
Salamander



- I live in wetland habitat **because** I live both in water and on land.
- I eat bugs and worms.
- I lay eggs in water.

Boa constrictor (type of snake)

- I live in rainforest habitat **because** I can live in very hot weather and I cannot live in cold weather.
- I hunt for food on the dry ground and high up in trees.



- **Why can the salamander live in wetland habitat ?**

....

....

- **Why can the boa constrictor live in rainforest habitat ?**

....

....

- **Complete :**

1. Salamander eats .... and .... and lays .... in water.
2. Boa constrictor hunts for food on .... and ....

Notes for parents

- Discuss with your child the evidence that the salamander and boa constrictor can live in their habitat.
- Integration of subjects : Science (environmental science) – English (reading and writing).
- Life skills : Collecting data – Verbal communication – Express thinking processes.

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I HAVE LEARNED THAT

A habitat : It is the environment where plants and animals normally live and grow.

- All living organisms need food, water, air and shelter.

Any habitat consists of

Living organisms

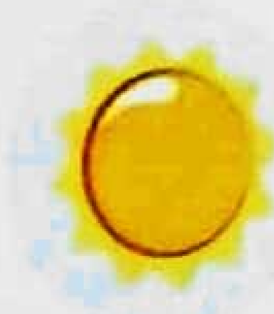
such as humans, animal, plants





Non-living things

such as natural and man-made non-living things.





Habitats around the world

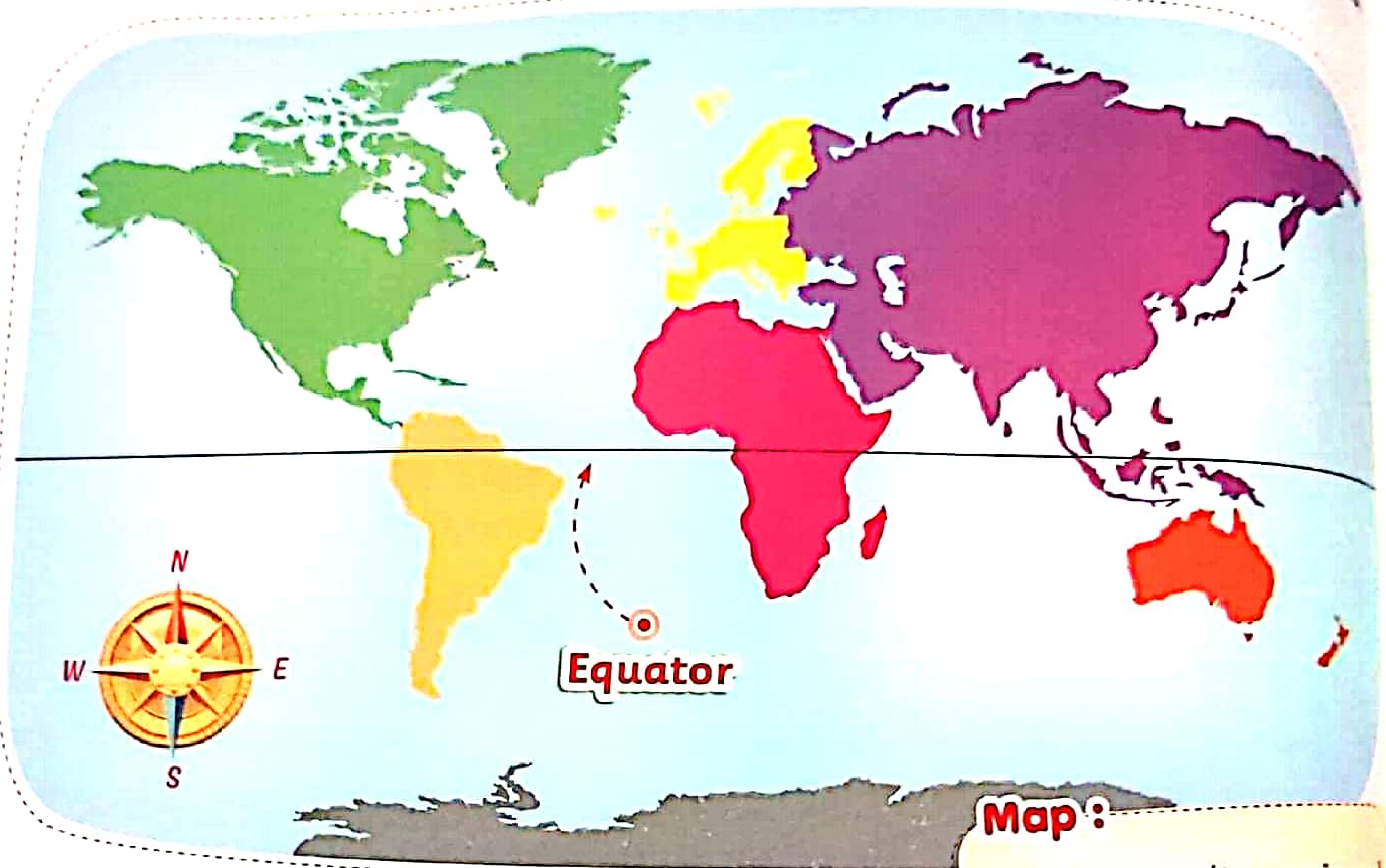
Points of comparison	Polar habitat	Rainforest habitat	Grassland habitat	Wetland habitat
Weather	Cold and windy.	Warm and rain falls almost every day.	In some places warm all the year and in other places warm in summer and cool in winter.	Warm or cool or have multiple seasons.
Plants	- Shrubs - Moss	- Plants have big leaves - Tall trees	- Tall grass - Bushes	Plants grow under or floating on the water.
Animals	- Sea lion - Whale - Polar bear - Arctic fox	- Frog - Macaw - Monkey - Large snake	- Prairie dog - Lion - Cheetah - Rabbit	- Turtles

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Lesson 4

1. The World Map

Activity 1 Look at the following world map, then answer the questions.



Map :

It is a two-dimensional flat model of a place.

- *This is a map of our "world".*
- *On this map, you can see Land and water.*
- *On this map, there are different colors.*
- *The blue color represents "water".*
- *All other colors represent "Land".*

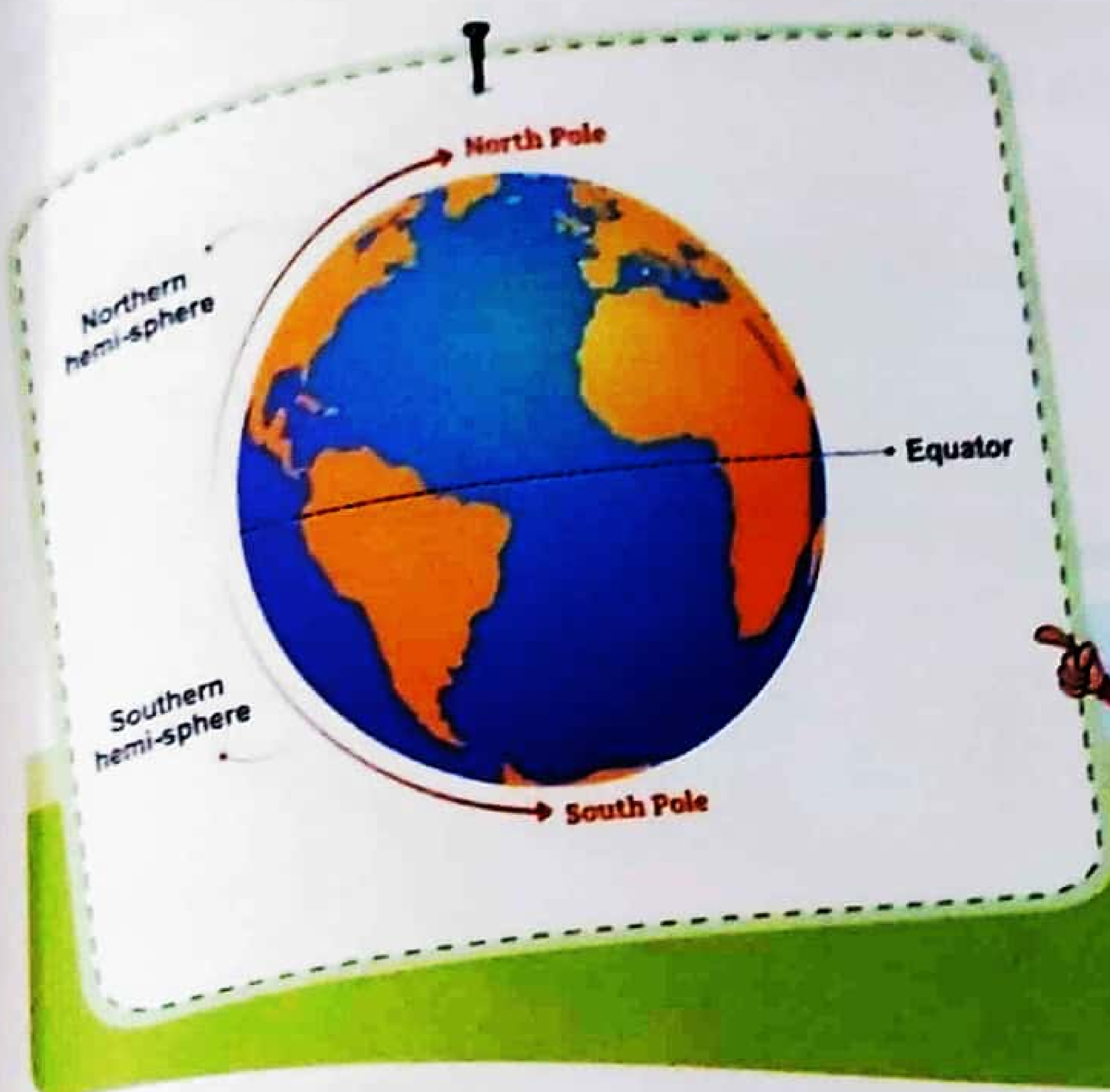
Equator:

It is an invisible line which passes through the middle of the world.

Notes for parents

- Help your child to read the information of the map for comprehension.
- Discuss with your child what colors mean on the map.
- Integration of subjects : Social studies (maps and globes) – English (reading and writing).
- Life skills : Observation – Verbal communication – Collecting data.

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Globle :

It is a three-dimensional sphere model of our world.

- When we look at a map of the world, it looks a **rectangular** shape, but the actual shape of our world is a **sphere**.
- Equator divides the world into the **northern hemi-sphere** and **southern hemi-sphere.**
- The farthest **north** from the equator is called **"north pole"** and the farthest **south** from the equator is called **"south pole"**.

• Put (✔) or (✗) :

1. On our world map, the blue color represents water and all other colors represent land. (   )
2. The actual shape of our world is a rectangle. (   )

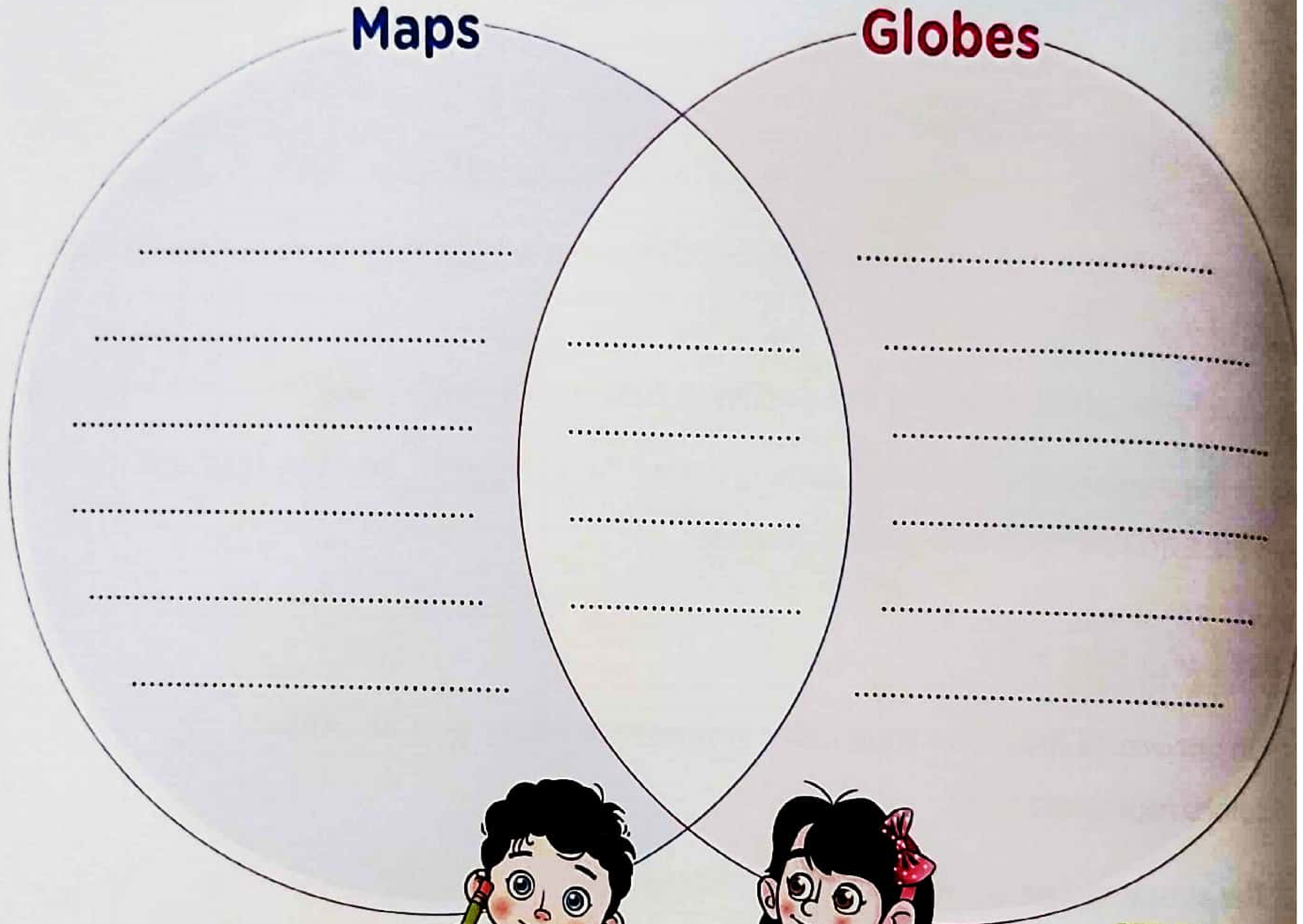
• Complete :

1. Equator is an .... line which passes through .... of the world.
2. Equator divides the world into .... and .... hemi-spheres.
3. .... is the farthest north from equator.
4. .... is the farthest south from equator.

• Discuss with your child the difference between maps and globes.

Activity 2 Read the following sentences, then write down the similarities and differences in venn diagram.

Are flat	Three dimensional	Two dimensional
Are round	The same bodies of water and Land	



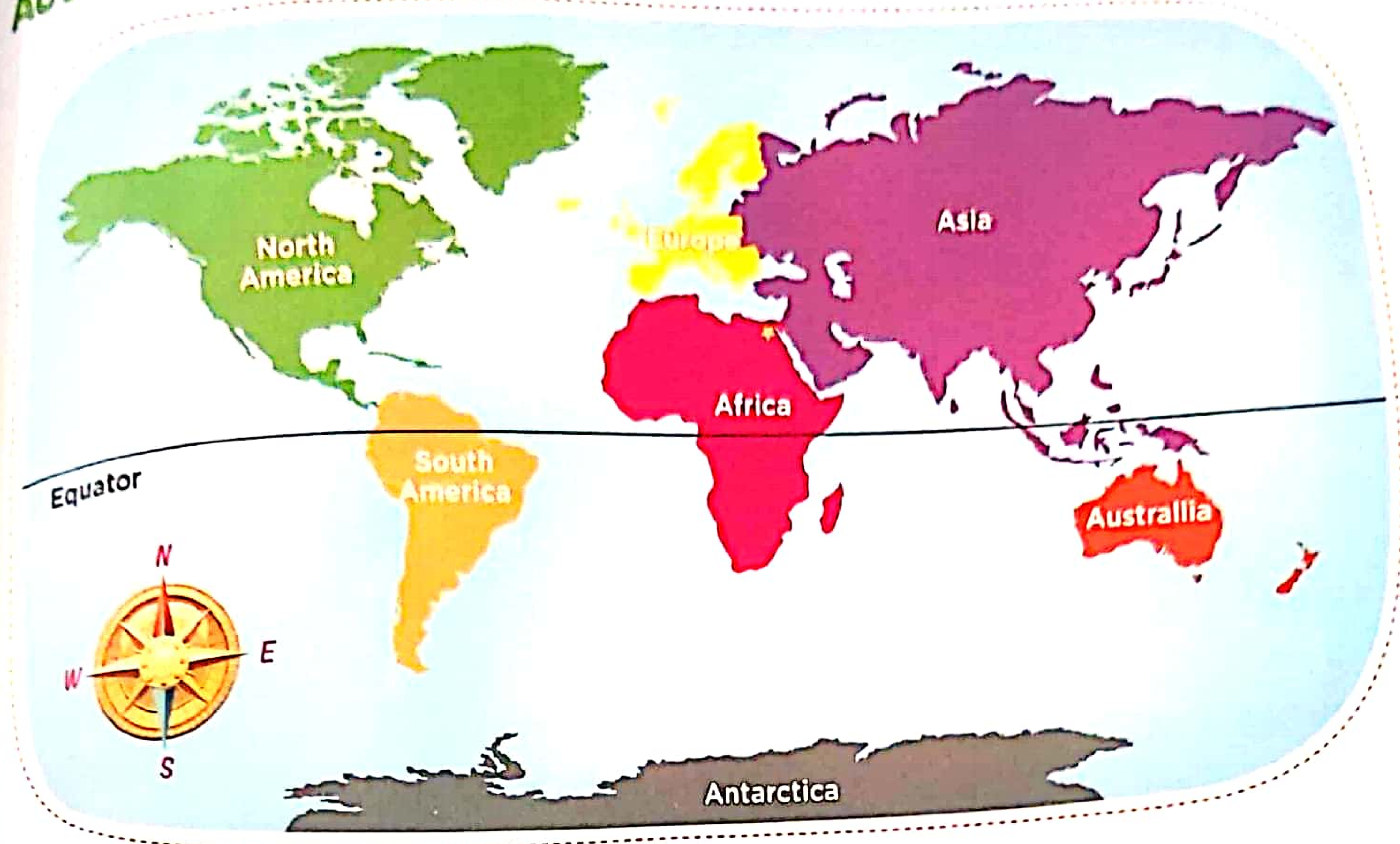


Notes for parents

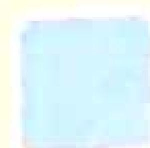
- Help your child to compare between maps and globes then discuss with him/her the differences and similarities between them.
- **Integration of subjects** : Social studies (maps and globes) – English (reading and writing).
- **Life skills** : Differentiation between things – Collecting data – Verbal communication.

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Activity 3 **Look at the following world map, then answer the questions.**



Key :

 Water  Egypt

Key : Can tell us what colors, pictures or shapes represent on a map.

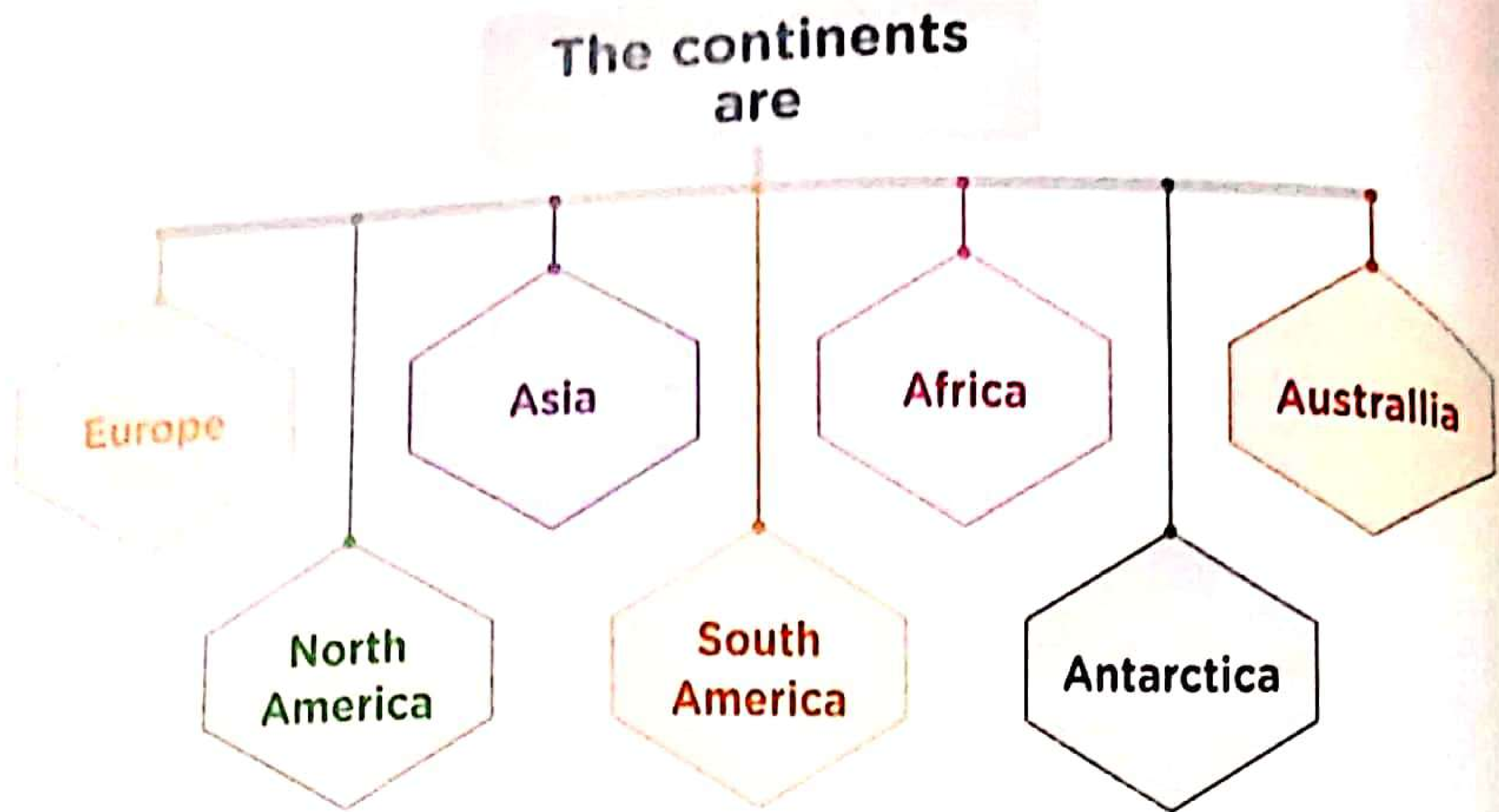
- The Large areas of land in different colors (except blue color) are called "Continents".

A continent :

It is a very large continous area of land that includes many countries.

- There are **seven continents** around the world.

- Help your child to read the information on the map and the map key for comprehension.
- Let your child recognize what the colors mean on the map.
- Integration of subjects : Social studies (locate continents on the world map) – English (reading and writing).
- Life skills : Collecting data – Observation.



• We live on the continent of **Africa**.

• What does a "continent" mean ?

....

....

• Put (✓) or (✗) :

1. There are seven continents around the world. (   )
2. We live on the continent of Asia. (   )

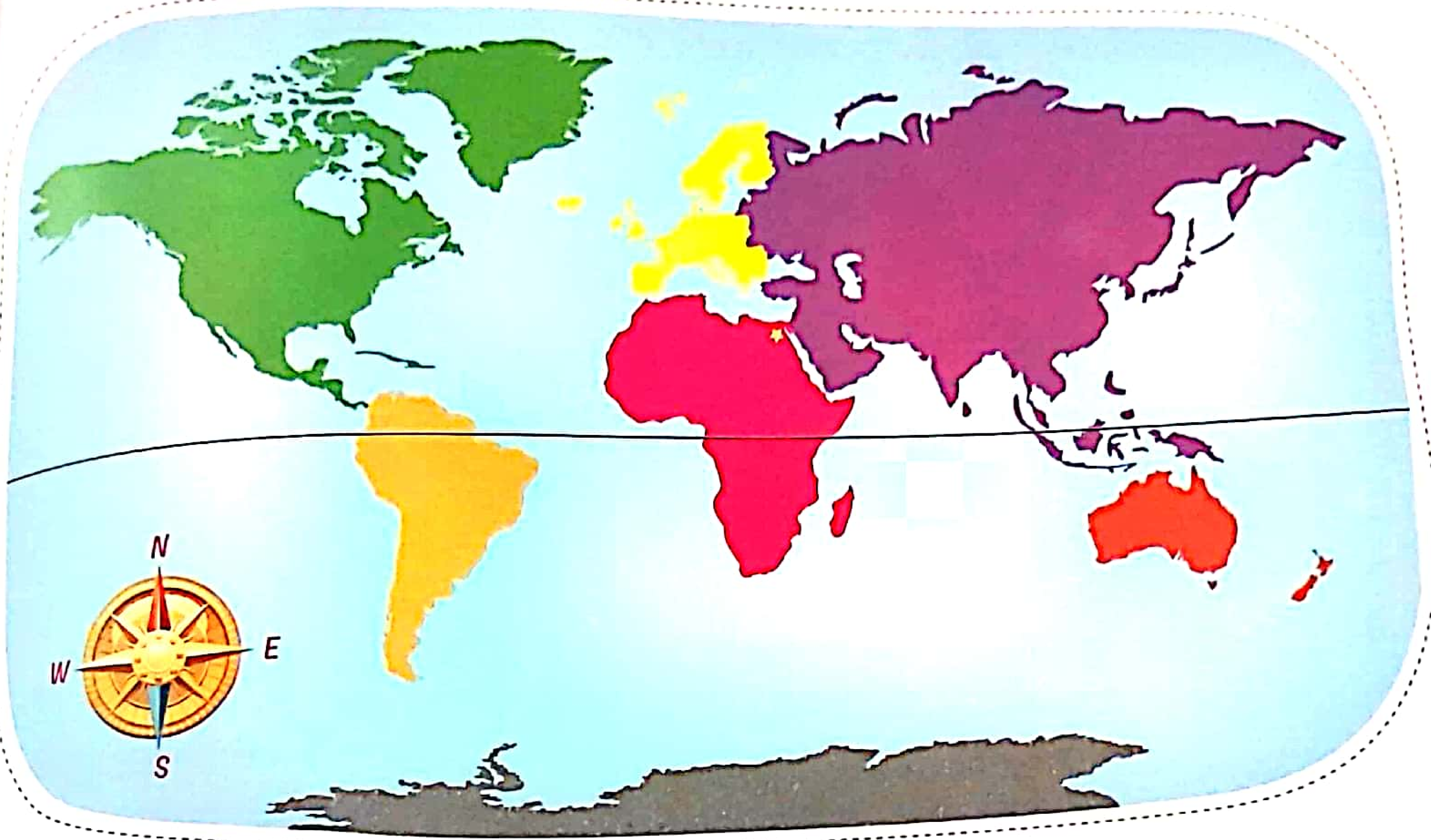
• Complete :

1. The blue color on the map represents .... while other colors reprsent ....
2. Key can tell us .... , ... or .... on a map.
3. The continents are : .... , ... , ... , ... , ... , ... and ....

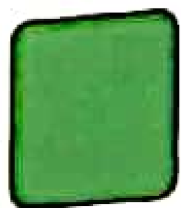
Notes for parents

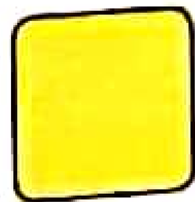
• Discuss with your child that there are seven continents around the world and let him\her locate their position on the world map.

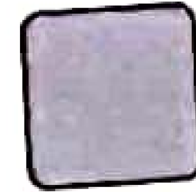
Activity 4 Look at the following world map, then complete the map key by writing the names of continents according to the colors.

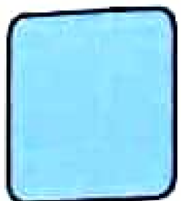


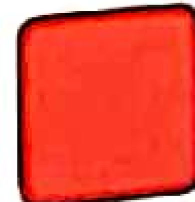
Key

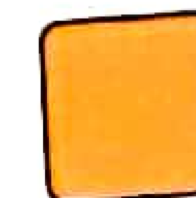
 ....
....

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 ....

- Discuss with your child what each color indicates on the map.
- **Integration of subjects** : Social studies (world map) – English (reading and writing).
- **Life skills** : Identify topic related information – Observation.

Activity 5 Complete the sentences using words "water" or "Land" as shown in the answered example and color the square in blue to represent water or in green to represent Land.



- At the north direction of Egypt there is water ....
- At the south direction of Egypt there is ....
- At the east direction of Egypt there is ....
- At the west direction of Egypt there is ....

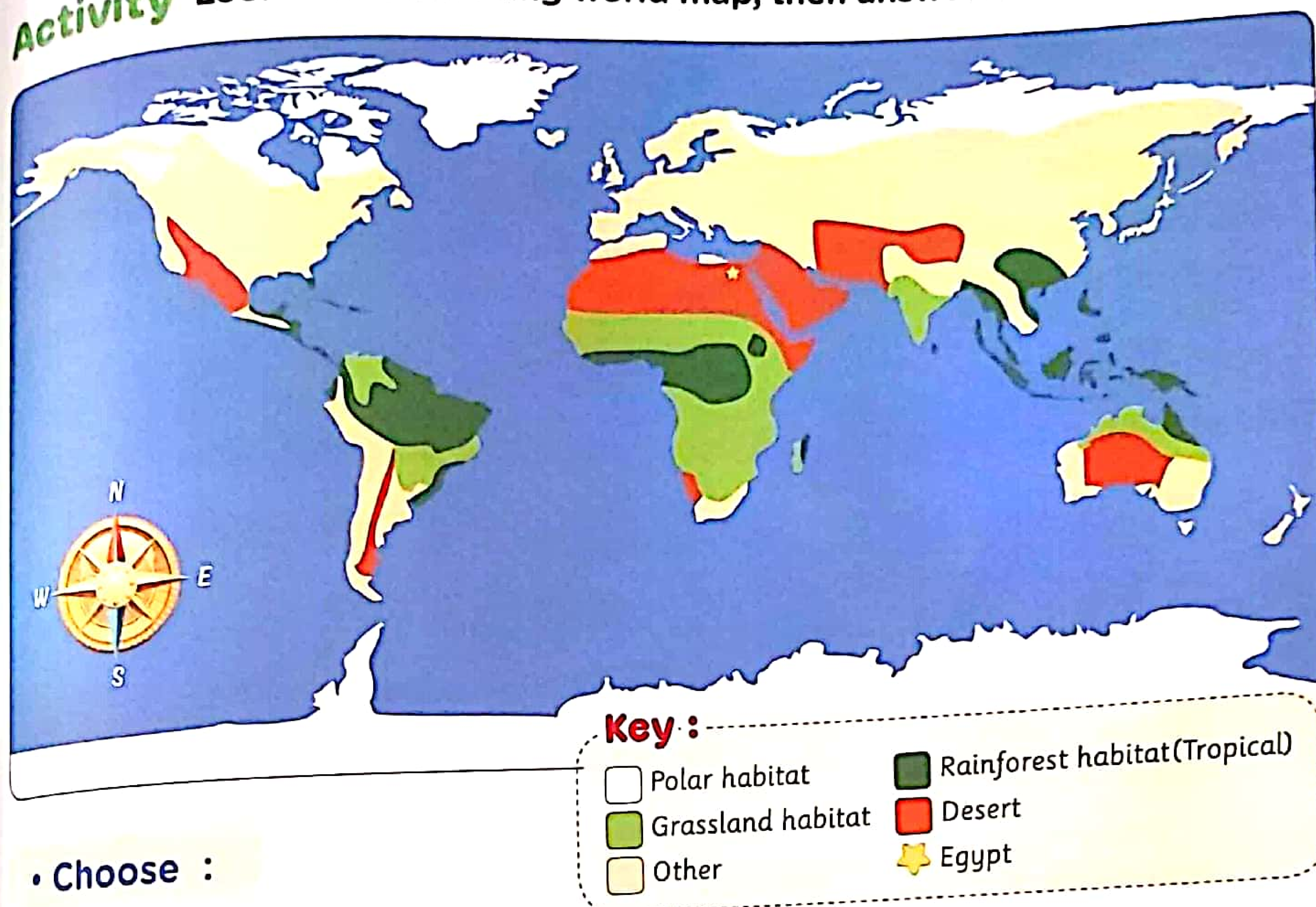
Notes for parents

- Discuss with your child that at the north of Egypt there is water, at the south there is land, at the east there is water and at the west there is land.
- **Integration of subjects** : Social studies (locate bodies of water and land on a map) – English (reading and writing).
- **Life skills** : Critical thinking – Verbal communication – Observation.

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2. Locating Habitats

Activity Look at the following world map, then answer the questions.



• **Choose :**

1. Egypt is in .... habitat.
   a. a desert b. a grassland c. a polar

2. In Africa, there are .... and .... habitats.
   a. polar - desert b. polar - tropical c. desert - tropical

3. In South America, there are .... and .... habitats.
   a. desert - tropical b. grassland - polar c. polar - tropical

4. In Australia, there are .... and .... habitats.
   a. desert - tropical b. tropical - grassland c. desert - polar

5. In Asia, there are .... and .... habitats.
   a. polar - grassland b. desert - tropical c. (a) and (b)

• Help your child to read the information on the map and the map key for comprehension.
• Let your child recognize what the colors mean on the map.
• Help your child to find where different habitats around the world are.
• Integration of subjects : Social studies (world map) – English (reading and writing).
• Life skills : Collection data – Verbal communication – Observation.

Lesson 5

1. Where Does A Macaw Live ?

Activity **Read and learn, then answer the following questions.**

In any habitat, there is an interaction between living organisms and each other.

Also, there is an interaction between living organisms and non- living things such as weather, Sun, soil, rocks, water ...... etc.

Note

Interaction : Means to react with one another.

Examples of interaction between living organisms and each other :



A Hawk eats a snake.



A snake eats a frog.



A Grasshopper eats a grass.

Examples of interaction between living organisms and non-living things :



Rabbits make burrows in the soil.



Plants need the Sunlight and soil.



Green algae lives on the rocks on the water.

Notes for parents

- Discuss with your child the meaning of interaction.
- **Integration of subjects :** Science (environmental science) – English (reading and writing).
- **Life skills :** Collection data – Verbal communication – Identify topic related information.

Now, we will see another animal and where it lives.

Macaw



- I live in warm weather places such as rainforests.
- I make my home in trees.
- I eat nuts, fruits and insects.

• Choose :

1. Macaw lives in .... habitat.
   a. polar   b. rainforest   c. wetland
2. The interaction in the previous paragraph of macaw is between ....
   a. living organisms only.   b. non-living things only.
   c. living organismas and non-living things.
3. The non-living thing in the previous paragraph of macaw represents in ....
   a. trees.   b. weather.   c. insects.

• Help your child to give another examples of interaction between living organisms and each other and interaction between living organisms and non-living things.

2. Needs Of Living Organsims

Activity **Read the following paragraphs, then answer the following questions.**

Animals need food, water and shelter to live. When it is hard to find them, some animals move to other habitats to look for their needs. For example, zebras and elephants can walk many miles looking for water, butterflies fly to south Africa in winter where the weather is warm and there is more food.

Food :

Animals get food in different ways.
For example :

- Lions catch other animals for food.
- Rabbits eat plants.
- Raccoons and vultures eat dead animals.



A rabbit eating the grass

Shelter :

Animals also have different ways of getting shelter, for example :

- Birds build nests in trees.
- Moles and rabbits make holes or burrows in the soil.
- Turtles and frogs can hide under rocks.



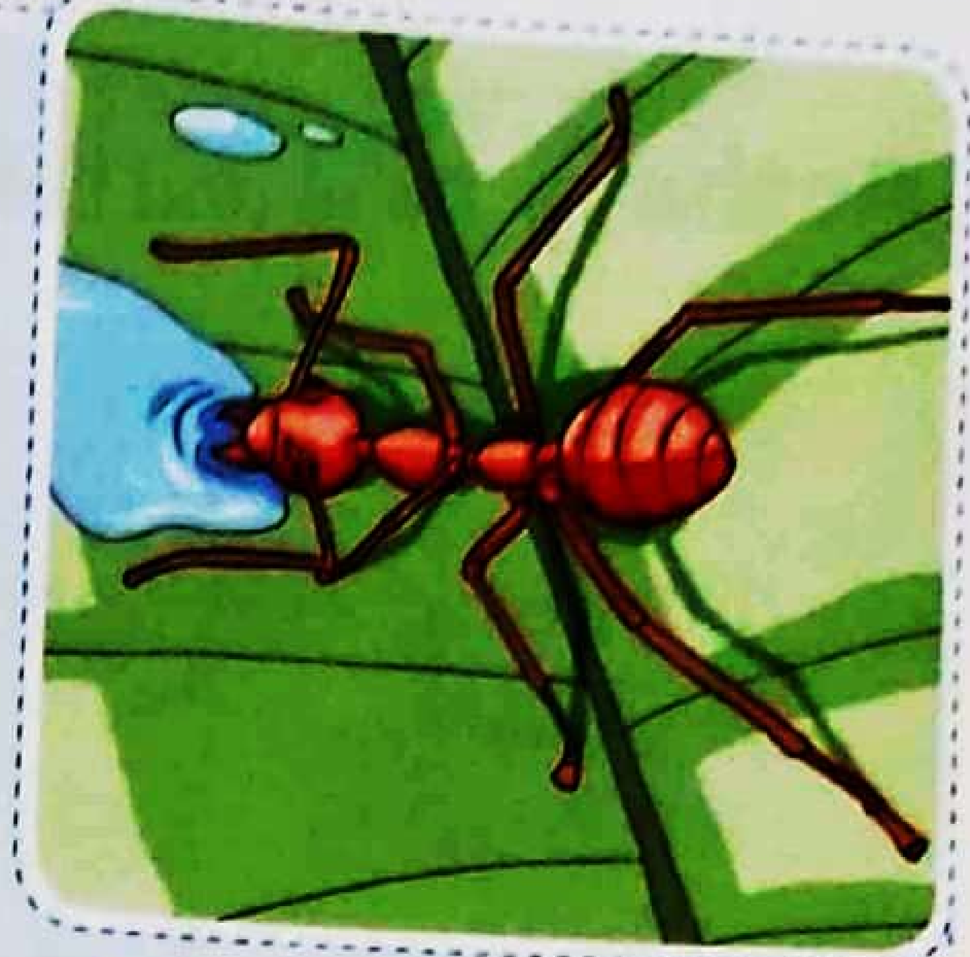
A bird in a nest o a tree brunch

- Discuss with your child how living organisms get their basic needs in their habitats.
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Collecting data – Verbal communication.

Water :

Animals have different ways of getting water, for example :

- Some animals drink water from ponds, streams and puddles.
- Some animals drink water that is collected on plant leaves.



A red ant drinking water on a green leaf

• Read the previous paragraph, then complete the table below (as the answered example) which represents how plants and animals interact with the non-living things in a habitat.

Non-living things	Interaction
Rocks	turtles and frogs can hide under rocks
Soil	....
....	....



• Let your child recognize how plants and animals interaction with the non-living things in their habitat such as (some animals drink water from puddles, pounds and streams).

3. It Is The Best Habitat ?

Activity Read and Learn, then answer the questions.

Ocean habitat

It is the largest habitat on Earth and represented in salty ocean or sea water.

Now, let's see the weather in the ocean habitat and also learn about some plants and animals that live in it.

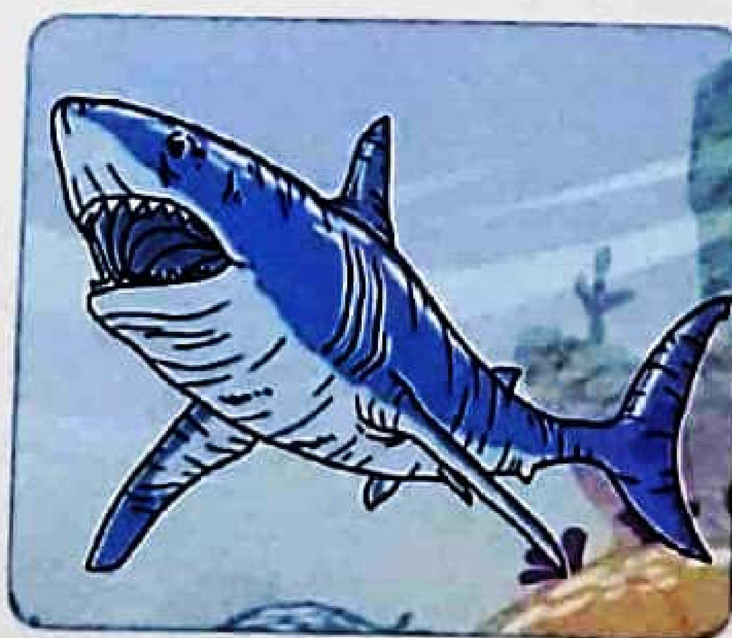
Weather Summer is rainy and cool but winter is snowy and cold.

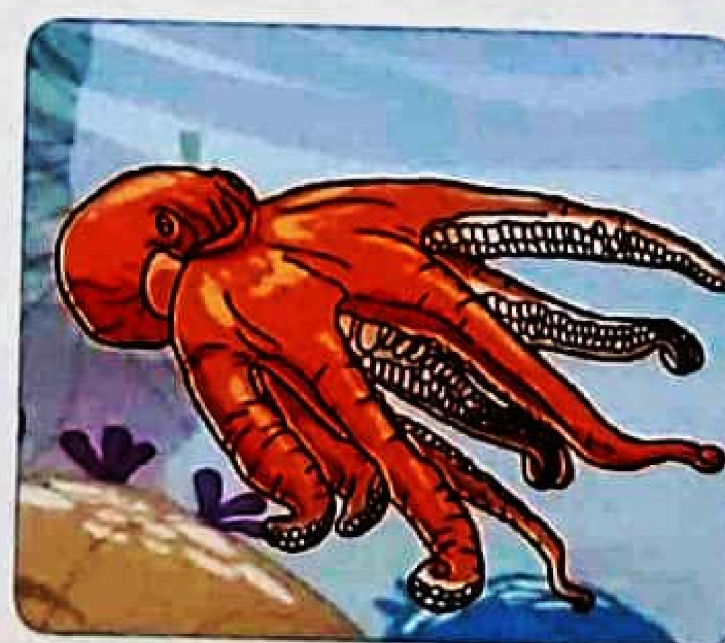
Plants


Sea grass


Algae

Animals


Shark


Octopus


Star fish

Notes for parents

- Let your child recognize the weather, animals and plants found in the ocean habitat.
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Collecting data – Explain thinking processes.

Choose one animal that can survive well in an ocean habitat and another animal that cannot survive in an ocean habitat, then give reasons for your choices.

Picture of an animal

.... can live in an ocean habitat.

How does the ocean habitat meet its needs ?

....

....

....

....

....

Picture of an animal

.... cannot live in an ocean habitat.

How does the ocean habitat not meet its needs ?

....

....

....

....

....





• Help your child to choose an animal that can survive well in the ocean habitat and another animal that cannot survive in the ocean habitat.

Lesson 6

1. Changes In The Environment

Activity 1 **Match each cause to the suitable effect (as the answer example).**

It is something that creates a change.

It is the change we observe or a result of the cause.

Cause		Effect
	I push down on the stapler.	The students listen.
	The teacher starts to talk.	Books fall down.
	The chef cuts the vegetables.	Sheets of paper are stapled together.
	Books are heavy.	The squirrel has plenty of food for winter.
	The squirrel collects nuts.	The customer enjoys eating fresh salad.

Notes for parents

- Discuss with your child the meaning of (cause : it is something that creates a change) and the meaning of (effect : it is the change we observe or a result of the cause).
- **Integration of subjects** : Science (environmental science) – English (reading).
- **Life skills** : Realize relationships – Identify results and expected results – Differentiation.

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ctivity 2 Read and Learn, then answer the questions.

ople, animals, plants, weather and natural disasters like drought, fire, ood and pollution can all cause a change in the environment.

Drought

Cause

It happens when there is no rain for a long time, so the land becomes hard and small lakes and rivers can dry up.

Effect

- Plants may not be able to survive without enough water.
- Animals may be forced to move to look for water.



Fire

Cause

It happens when lightning strikes dry land and grasses or when a human-made fire gets out of control.

Effect

- Fires can harm the habitats of many plants and animals, so animals must leave to survive.
- Smoke from fires pollutes the air.
- Fires can help clean out dead plants on a forest floor which allows important nutrients to return to the soil.



• Put (✓) or (✗) :

1. Fires clean out dead plants on a forest floor. (   )
2. Drought pollutes the air. (   )

• Complete :

1. .... happens when there is no rain for a long time.
2. .... happens when lightning strikes dry land and grasses.

• Discuss with your child that a natural disasters such as fire and drought can affect the abitily of living organisms to meet their needs in an environment.
• **Integration of subjects :** Science (environmental science) – English (reading and writing).
• **Life skills :** Collection data – Verbal communication.

Activity 3 Read and Learn, then answer the questions.

Now, Let's see the cause and the effect of flood and pollution in an environment.

Flood

Cause It happens when heavy rains cover the dry land with a lot of water.

Effect
- Animals that cannot live in water must move away from the flooded area.
- Flood can wash away soil and plants.
- Floods can bring new seeds and nutrients to the land.



Pollution

Cause It happens by :
- Natural volcanoes.
- Humans, throwing trash or chemicals into water.
- Using machines that pollute the air.
- Leaving garbage on the land.

Effect
- Pollution in the air, water and land can destory habitats and harm wildlife.



• Put (✓) or (✗) :

1. Pollution brings new seeds and nutrients to the land. (
2. Floods can wash away soil and plants. (

• Complete :

1. .... happens when dry land becomes covered with more water than the soil can hold.
2. .... happens by using machines that pollute the air.

Notes for parents
- Discuss with your child that natural disasters sush as floods and pollution can affect the ability of living organisms to meet their needs in an environment.
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Collecting date – Verbal communication.

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Lesson 7

1. Plants And Animals Can Cause Change

Activity **Read the following paragraphs.**

Living organisms create changes in the environment that can affect other living organisms.

Goats grazing on the land



- Goats grazing at areas full of grass.
- When goats eat large quantities of grass it is called "Overgrazing".
- Overgrazing harms the environment, for example :
  - Goats eat plants and grass that provide food and shelter for other living organisms.
  - The ground becomes hard and sandy.

A water hyacinth



- It is a plant that floats on the water.
- It is commonly found on river Nile in Egypt.
- The spread of water hyacinth harms the environment, for example:
  - A water hyacinth uses a lot of water and also prevents sunlight and oxygen from reaching other plants that live under the water.

- Discuss with your child that animals and plants sometimes harm the environment such as (goats and water hyacinth).
- **Integration of subjects** : Science (environmental science) – English (reading).
- **Life skills** : Collecting data – Identify results and expected results.

2. Research



Activity Reseach for a living organism that can **harm** or **benefit** the environment.

Living organism

My living organism is

....

Picture of my living organism

How does it benefit the environment ?

....

....

....

....

How does it harm the environment ?

....

....

....

....



Notes for parents

- Help your child to research on the internet for a living organism that can harm or benefit the environment.
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Creativity – Identify results and expected results – Searching for information.

3. Benefit Or Harm ?



Activity Read the change described in each row, then put ✓ at your choice if the change harms or benefits the environment and write your reason (as the answered example).

(Note : the change can both harm and benefit the environment).

Change	Benefit	Harm	Reason
An oasis dries up due to drought.		✓	Because plants cannot be able to survive without enough water and animals move to look for water.
An oil drilling platform is sunk in the Red Sea.			
A flood covers a farmland.			
A company clears a large area of land to build new apartments.			

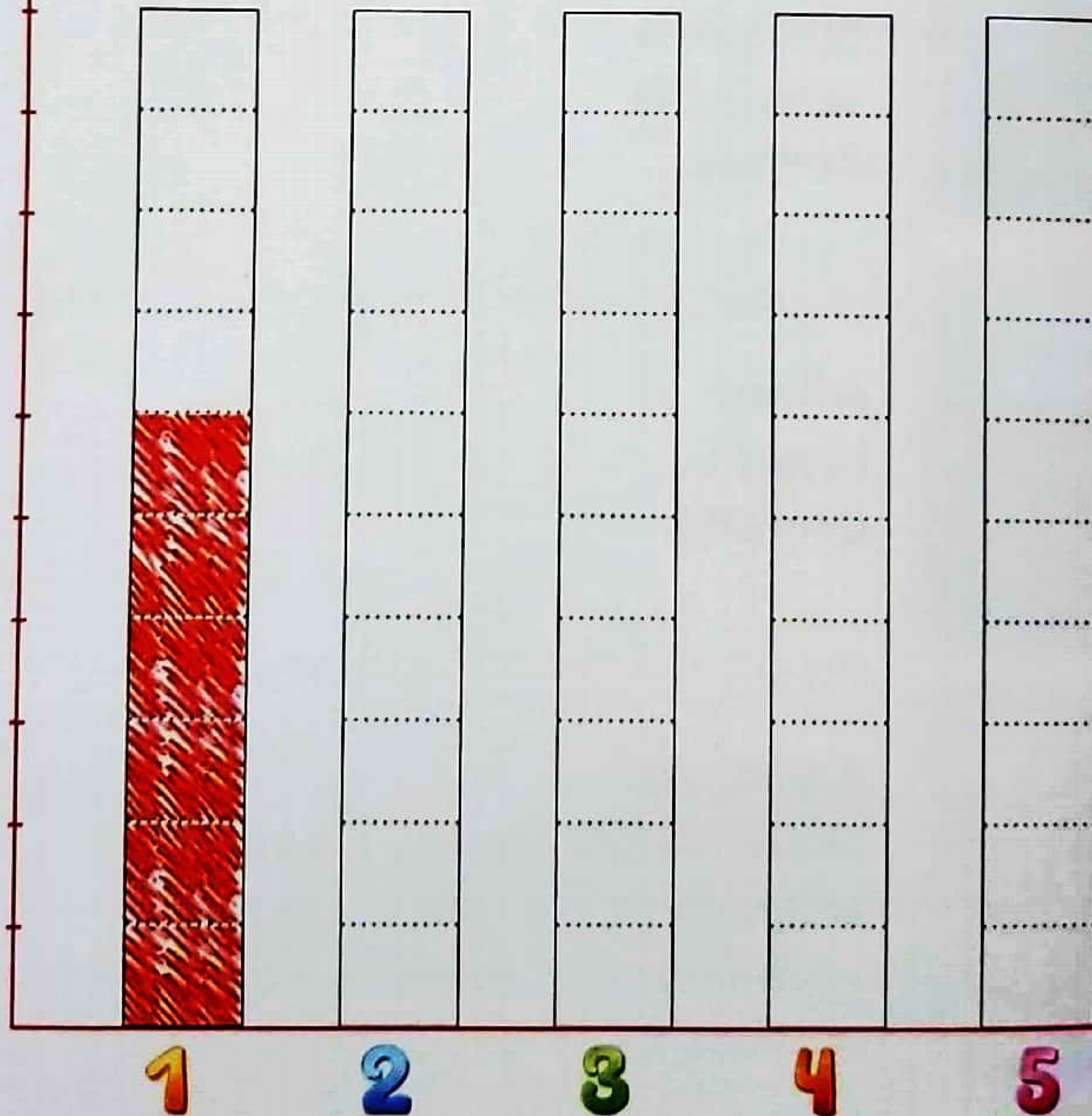
- Let your child recognize the change harms or benefits the environment or both of them for example (when a flood covers farmland, it harms the environment because animals which cannot live in water move away from flood and it benefits the environment because floods bring new seeds and nutrients to the land).
- **Integration of subjects** : Science (environmental science) – English (reading and writing).
- **Life skills** : Explain thinking processes – Verbal communication.

Goats And More Goats

Activity Observe the following table that shows the number of goats in a country for 5 years and complete the following graph (as the answered example), then answer the questions.

Number of years	Number of goats at the start of the year	Number of goats at the end of the year
1	50	60
2	60	70
3	70	50
4	50	80
5	80	100





Notes for parents

- Help your child to complete the graph and answer the questions.
- **Integration of subjects :** Science (environmental science) – English (reading and writing) – Math (graph and calculation)
- **Life skills :** Verbal communication – Collecting data – Solving problems.

• **Complete :**

1. How many goats are there at the end of the year ③ ? ....
2. The largest number of goats is at the end of year ....
3. In which year is the number of the goats at the beginning more than the number of the goats at the end ? ....
4. The total number of goats at the start of year ① and the start of year ⑤ is .... + ... = ...

• **(Put ✓ or ✗) :**

1. The number of goats at the end of the year ④ is 70 ( )
2. The number of goats at the start of the year ⑤ is more than that of the year ③ ( )
3. The total number of goats at the end of the year ② and year ④ is 100 ( )

• **Choose :**

1. Number of goats in year ⑤ is .... number of goats at year ②
(less than - equal to - more than)
2. The smallest number of goats is at ....
(the start of year ② - the end of year ① - the start of year ①)
3. The number of goats at the end of the year ⑤ ....
(increases - decreases)
4. The number of goats at the end of the year ③ ....
(increases - decreases)

• Help your child to use tables and graphs to get information.

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I HAVE LEARNED THAT

Interaction : means react with one another.

Interaction occurs between :



Living organisms only.



Living organisms and non-living things.

Cause : *It is something that creates a change.*



It is hot.

Effect : *It is the change we observe.*



I am sweating.

Natural disasters : like drought, fire, flood, and pollution can all cause a change in the environment.

Drought : It happens when there is no rain for along time, so the land becomes hard.



Fire : It happens when lightning strikes the land or by human-made fire that gets out of control.



Flood : It happens when heavy rains cover the dry land with a lot of water.



Pollution : It happens by natural volcanoes or humans throwing trash and chemicals into water.



Lessons 9 & 10

PROJECT

Brochure Planning

★ Research for a problem that causes a change in the environment, then complete the informantional brochure.

Informational Brochure

The problem is ...

Stick a Photo

Cause of the problem

Stick a Photo

Effect of the problem

Stick a Photo

Solutions of the problem

Stick a Photo

- Help your child to research for a problem that causes a change in the environment on the internet.
- Help your child to stick the suitable photos that are related to the sentences he/she wrote.

Chapter 2

Water, Water Everywhere



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1. Importance Of Water

Activity **Use the sentences bank to write the suitable sentence below each picture showing the uses of water.**

Water cools a gasoline engine in a car.

Water is used for painting.

Water helps in electricity generation like at Aswan high dam.

Water is used for drinking.

Water is used for watering plants.











Notes for parents

- Help your child to mention other uses of water in our daily life.
- **Integration of subjects :** Science (importance of water) – English (reading and writing sentences) – Economics and applied sciences (decrease consumption).
- **Life skills :** Collecting data – Verbal communication.

2. My Plan

Activity Arrange the words beside each picture to form a right sentence which represents a way of conservation of water.



teeth – Turn off – while – water – brushing

....

....



parents – Tell – leak – about – any

....

....



shorter – Take – showers

....

- Help your child to mention other ways to conserve water.
- **Integration of subjects :** English (writing sentences) – Science (conservation of water) – Economics and applied sciences (decrease consumption).
- **Life skills :** Self-expression – Asking questions.

3. Water In Our World

Activity Read the following conversation, then answer the questions.



Note

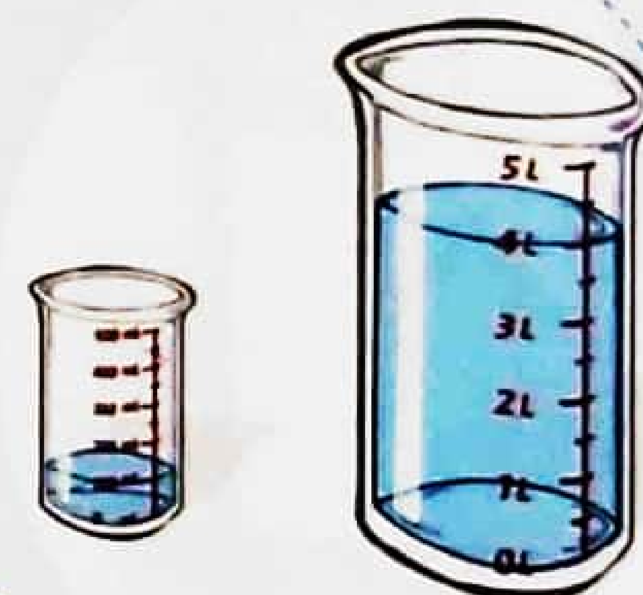
1 Litre = 1000 millilitre

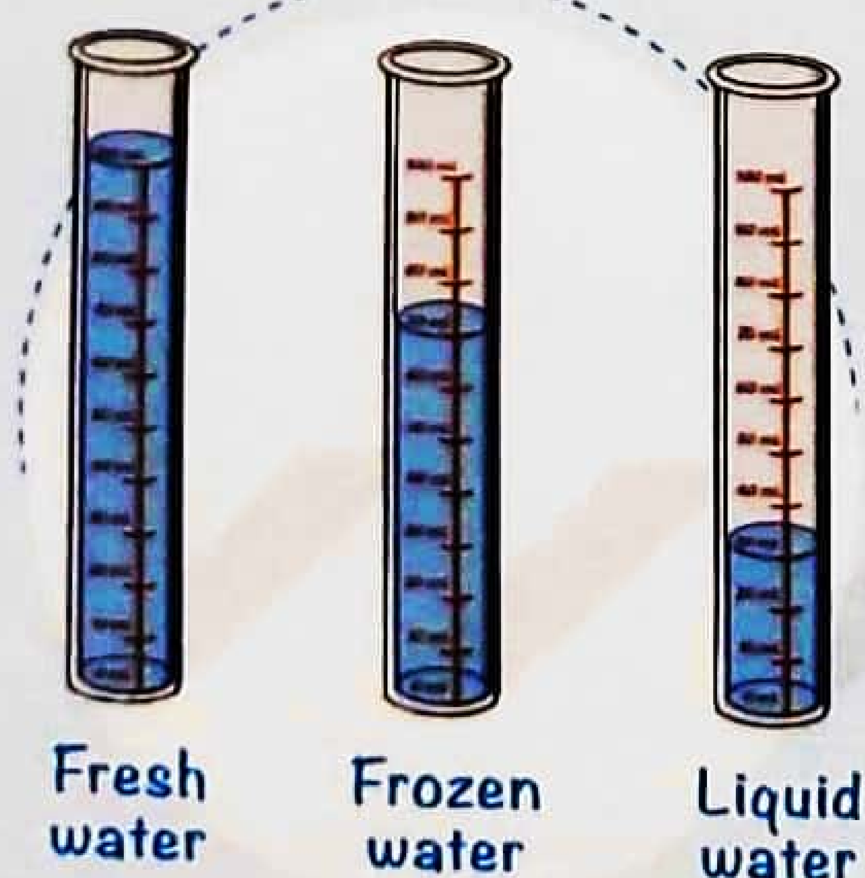
1 L. = 1000 ml.



Teacher : $\frac{3}{4}$ of the surface of the Earth is covered by water.

Teacher : To learn more about the water in our world, let's represent it by 4 litre of water in a container. The fresh water is only 100 ml. and the rest is salt water.





Teacher : Do you think all fresh water is in the liquid state ?

Student : I think no.

Teacher : Your answer is right. Suppose that the fresh water on the Earth is 100 ml.,so the frozen water is 70 ml. and 30 ml. is the liquid water.

Notes for parents

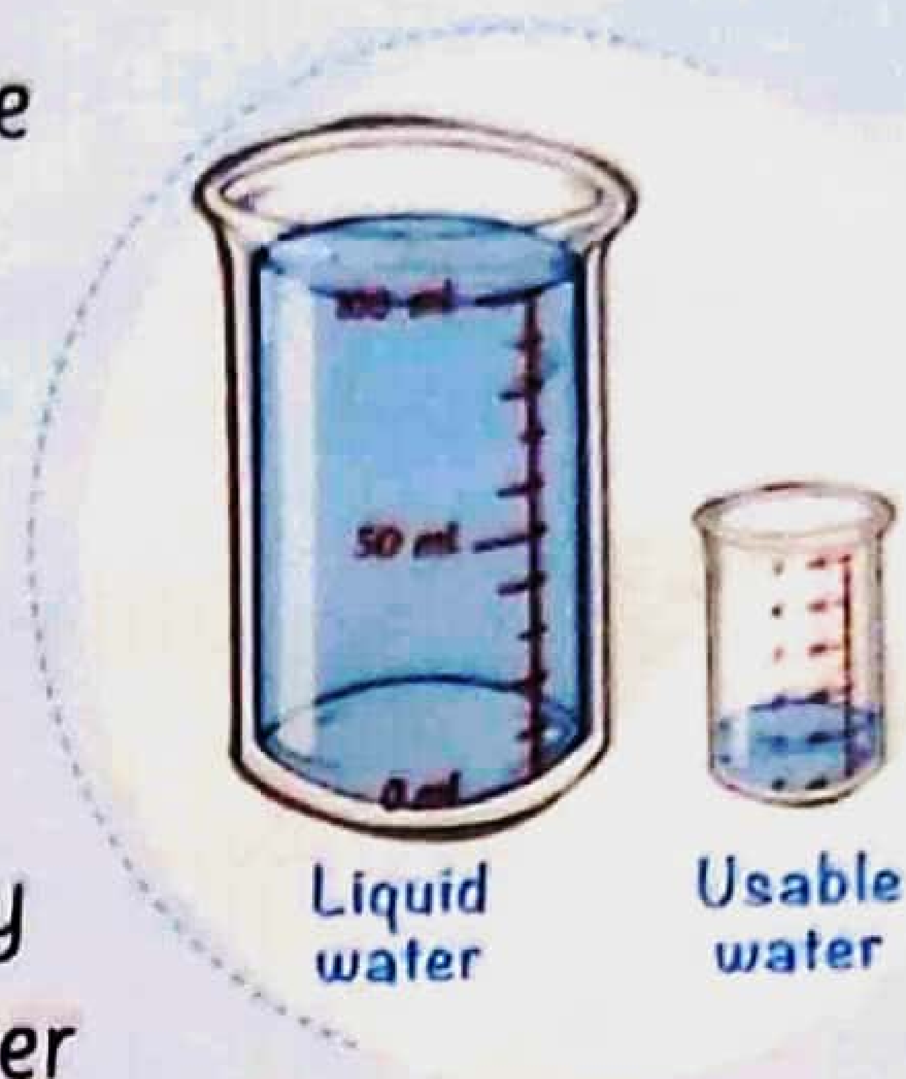
- Let your child read the conversation, then answer the questions.
- **Integration of subjects :** Social studies (water distribution on the Earth) – English (reading and writing) – Art (using colors)
- **Life skills :** Verbal communication – Identify topic-related information.

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Teacher : Do you think we could reach and use all liquid water ?

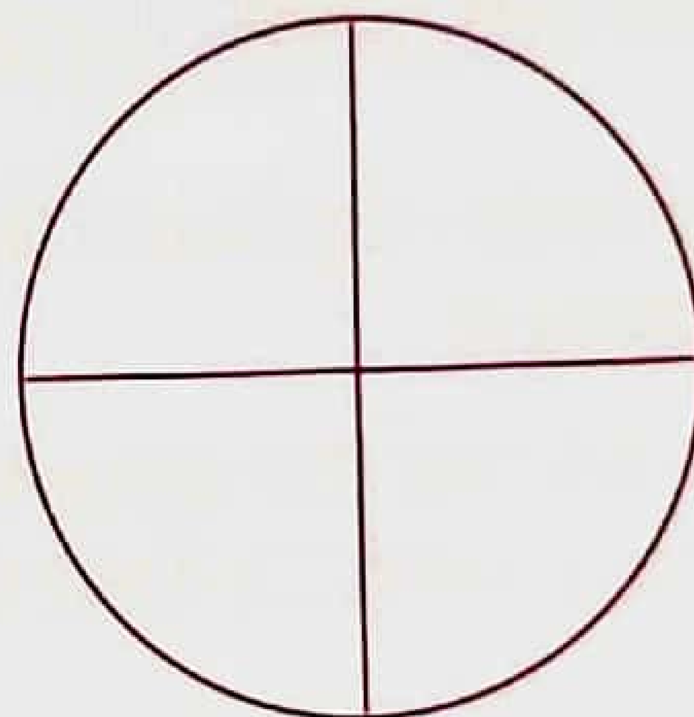
Student : I think no.

Teacher : That is right. If we supposed that the liquid water in the Earth was represented in 100 ml., so 1 ml. only is usable water because a lot of water is either polluted or too hard to access.



• Color : 

Color the parts of the circle that represent the water on the Earth in blue.

• Write "Yes" or "No" beside each sentence :

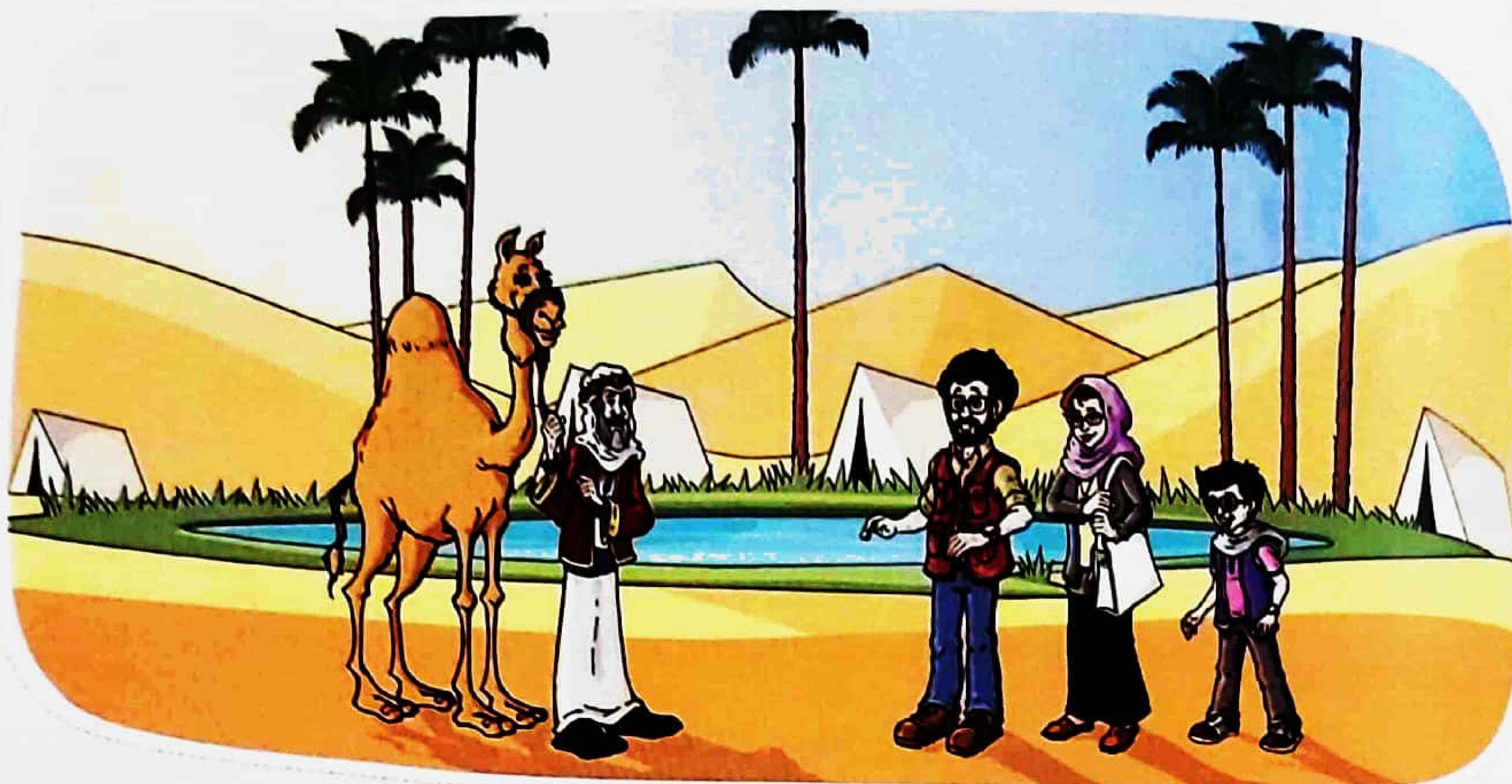
1. We can drink the water of seas and oceans directly. (..........)
2. The amount of usable water is too small, so we should conserve water. (..........)
3. The amount of salt water is less than the amount of frozen water. (..........)

• Help your child to identify the distribution of water in the Earth and the importance of conservation of water.

Lesson 2

1. Visit To Siwa Oasis

Activity **Read the following conversation between Shady's family and Hamed from Siwa, then answer the questions.**



Shady : Siwa Oasis looks so beautiful, I wonder how this place has been formed in desert.

Hamed : When rain fall on the ground, it soaks deep into the Earth. This water comes up to a surface that doesn't receive enough rain forming a spring.

Shady : How many springs are found in Siwa ?

Hamed : Siwa Oasis has nearly 200 springs.

Shady's father : Could you tell us about the nature of Siwa Oasis ?

Hamed : Siwa has highlands, wetlands and sand dunes.

Shady's father : What about plants in Siwa ?

Hamed : The date palm trees, olives, acacia, mint and basil grow in Siwa.


Palm trees


Acacia tree


Dates


Basil

Notes for parents

- Help your child to read the conversation, then answer the questions.
- **Integration of subjects** : English (reading) – Social studies (Siwa Oasis).
- **Life skills** : Collecting data – Asking questions.

Shady's father : I see some Siwans use palm leaves to make baskets, what are the importance of other plants ?

Hamed : We eat and sell dates and olives. Mint, basil and dates are used for medicines. Acacia trees help in blocking sand storms.

Shady's father : I see that Siwa Oasis is rich in many kind of animals.

Hamed : That's right. Siwa has many kinds of animals such as the red-fronted gazelle, white deer, hares (wild rabbit) and wolves.


Hares


Red-Fronted gazelle

Shady's mother : We can see reptiles too.

Hamed : Siwa has more than 30 different kinds of reptiles such as lizard and bugs.


White deer


Lizard

• Put (✓) or (✗) :

1. Siwa gets a lot of rain. ( )
2. Siwa Oasis has many springs. ( )
3. Siwans use mint leaves to make baskets. ( )
4. Acacia trees help in blocking sand storms. ( )
5. Siwa Oasis doesn't have any kind of animals. ( )
6. When you visit Siwa, you can see many kind of reptiles. ( )

• Mention some plants that grow in Siwa.

....

• Mention some animals that live in Siwa.

....

• Help your child to mention more information about Siwa Oasis.

2. The Water Cycle In Nature

Activity 1 Trace the words below, then match each matter to the word which describes it.


Oil


Cup of water


Water vapor

Solid

Liquid

Gas


Cloud


Ice


Ball

Notes for parents

- Review with your child the forms of matter and other examples for each form.
- **Integration of subjects** : English (writing and reading) – Science (forms of matter).
- **Life skills** : Define relationships between different objects – Verbal communication.

Activity 2 Stick each picture in the suitable place at the water cycle.



Stick here

Vapor transports

Stick here

Stick here

Condensation

Precipitation (Snow)

Stick here

Precipitation (Rain)

Evaporation

Runoff

Groundwater

Note Stickers are at the end of the book

- Help your child to identify the water cycle as how water changes as it moves around the Earth.
- **Integration of subjects :** Science (water cycle) – English (reading) .
- **Life skills :** Identify results and expected results – Define relationships between different objects.

3. My Vocabulary

Activity **Write each word from the words bank at the sentence that describes it.**

Condensation	Spring	Evaporation	Precipitation	Runoff

1. Water bubbling up to the surface. (............................)

2. A process in which heat causes liquid to turn to gas and rise up. (............................)

3. A process in which gas is cooled off and turns into liquid. (............................)

4. A process in which water vapor in clouds falls back to the Earth as rain, snow, sleet or hail. (............................)

5. When rain flows down the sides of mountains. (............................)



Notes for parents

- When your child finish answering the questions above, let him/her recognize that the right answers are : 1. Spring – 2. Evaporation – 3. Condensation – 4. Precipitation – 5. Runoff.
- **Integration of subjects :** Science (scientific terms) – English (reading and writing).
- **Life skills :** Identify subject-related information – Verbal communication.

Lesson 3

1. Weather Versus Climate



Activity 1 Write the suitable word from the words bank below each picture to describe the conditions of the weather.

Rainy | Snowy | Humid | Cloudy | Windy | Sunny



....



....



....



....



....



....

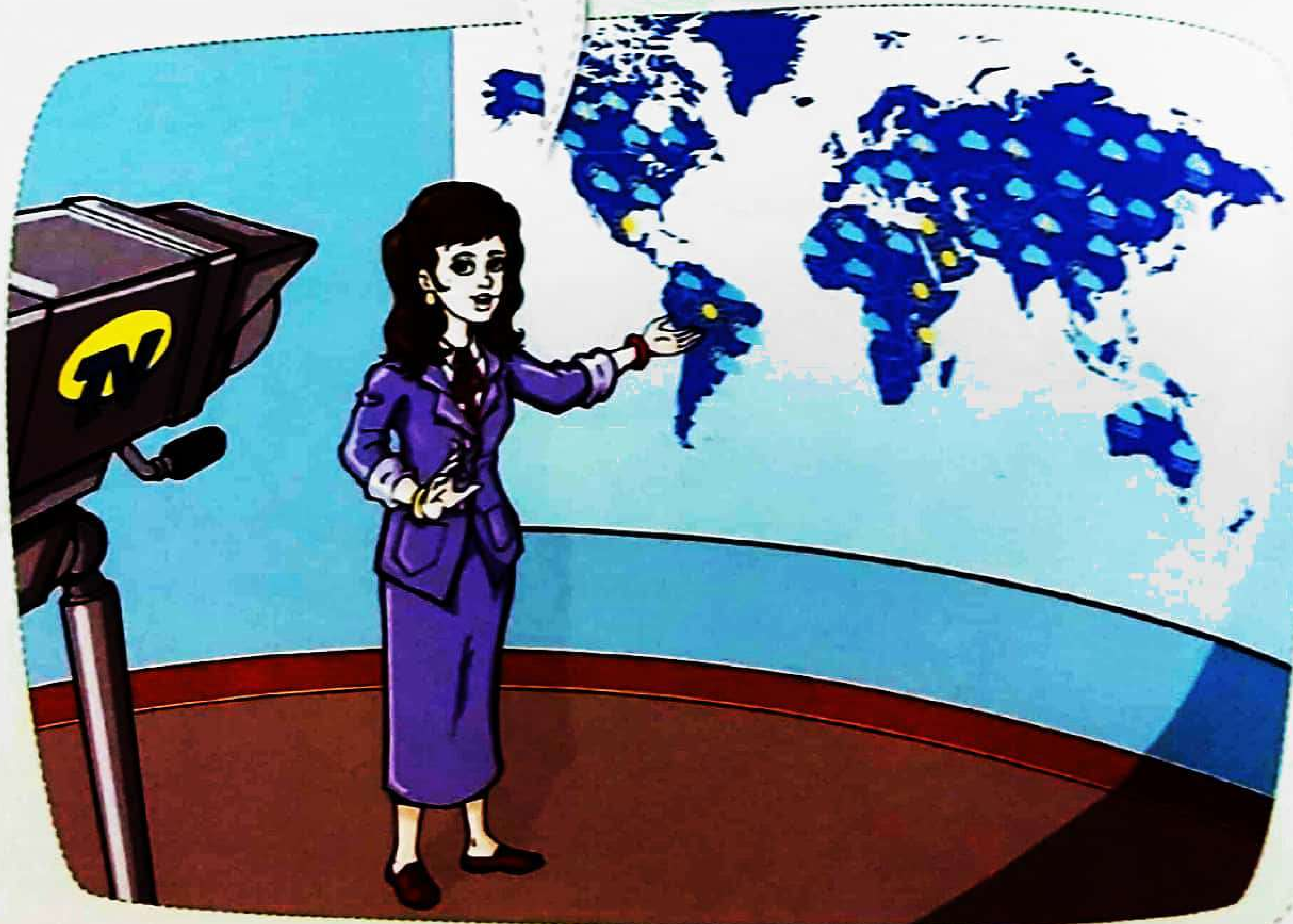
- Help your child to repeat the words with you and describe weather and climate using those words.
- **Integration of subjects :** Social studies (weather and climate) – English (writing).
- **Life skills :** Verbal communication – Collecting data.

Activity 2 **Read the following weather forecast which is presented by the meteorologist, then underline the conditions effects on weather.**

> **Note**
> Meteorologist is a scientist who studies the weather.

The weather of tomorrow will be different from today.

The temperature will be 15°C, the wind speed will be 20 km/h, the precipitation will be heavy, and the kind of precipitation will be water and humidity will be 40 %.



Notes for parents

- Discuss with your child the conditions effects on weather are temperature, precipitation and its kind, speed of wind, humidity ... etc.
- **Integration of subjects** : Social studies (weather and climate) – English (reading)
- **Life skills** : Define relationships between different objects – Identify results and expected results

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Activity 3 **Read the following paragraphs between the boy and the girl, then complete the Venn diagram using information in the paragraph.**

Weather means the conditions around us over a short period of time.

The conditions effects on weather are temperature, precipitation and its kind, speed of wind and humidity.

Climate means the conditions around us over a long period of time.

The conditions effects on climate are temperature, precipitation and its kind, speed of wind and humidity.





Weather	Both	Climate
....		....
....		....
....		....
....		....
....		....
....		....

- Discuss with your child the difference between climate and weather.
- Let your child recognize that the climate and weather are affected by the same conditions.
- **Integration of subjects** : Social studies (climate and weather) – English (reading and writing).
- **Life skills** : Identify topic-related information – Identify results and expected results

2. My Local Climate



Activity **Imagine that you are a meteorologist. Describe your local climate by completing the sentences below.**

- My local area is .... (Write your area's name).
- In summer the average temperature in the morning is ....
- The average temperature in the summer at night is ....
- The humidity in summer is ....
- The average precipitation in summer is ....
- In winter the average temperature in the morning is ....
- The average temperature in the winter at night is ....
- The humidity in winter is ....
- The average precipitation in winter is ....



Notes for parents

- Discuss with your child the information needed to complete the sentences.
- **Integration of subjects** : Social studies (climate) – English (reading and writing).
- **Life skills** : Imagination – Self-expression – Collecting data.

1. A Trip Through Climate Zones

Activity **Read the following reports of the meteorologists about different climate zones, then answer the questions below.**

The polar zone is a zone in which the ground is covered by snow.

Summer and winter are cold. The polar climate is mostly snowy.



Polar zone



Mountain zone

The mountain zone is a zone in which ground is covered with green grass and snow-capped mountains surround the land. Summer is cool and winter is cold. Precipitation is from moderate to heavy.

The rainforest zone is a zone in which tall trees cover the ground.

Summer and winter are hot and sticky. Precipitation is from moderate to heavy.



Rain forest zone



Note

Humid air feels sticky. Humid air is made from water vapor in the air.

• Choose :

1. The form of water in the water cycle at polar zone is ....
   a. solid. b. liquid. c. gas.

2. The forms of water in the water cycle at rainforest zone are ....
   a. solid and gas. b. liquid and solid. c. liquid and gas.

3. The forms of water in the water cycle at mountain zone are ....
   a. solid and gas. b. liquid and gas. c. liquid and solid.

• Discuss with your child that when the air feels sticky, it means that there is a large amount of water vapor in the air.
• Let your child identify the forms of the water in the water cycle in each zone.
• **Integration of subjects** : Social studies (climate zones) – English (reading).
• **Life skills** : Identify subject-related information – Collecting data.

2. Precipitation Math



Activity **Use multiplication and division to solve the following story problems as in the solved examples.**

1

- The meteorologist recorded that it rained 4 mm. each day for 5 days. How much did it rain in total ?

Total rain = Amount of rain in each day x Number of days

= 4 x 5 = 20 mm.

2

- The meteorologist expects that there will be rain for the next 3 days and total rain will be 6 mm. How much rain will fall each day ?

Amount of rain in each day = Total rain ÷ Number of days

= 6 ÷ 3 = 2 mm. Per day.

3

- In March, the meteorologist Said it rained 7 mm. each day for 3 days in a row. How much did it rain in total ?

Total rain = ... x ....

= .... x .... = ... mm.

4

- The meteorologist says it will rain today. It will rain 1 mm. each hour for the next 5 hours. How much rain will fall?

....

....

Notes for parents

- Let your child recognize the math is very important for the meteorologist to calculate the amount of rain.
- **Integration of subjects :** Social studies (rains) – Math (multiplication and division).
- **Life skills :** Asking questions – Identify results and expected results – Explain thinking processes.

5. The meteorologist said that it rained 25 mm. in the last year. He said that it rained 5 months only. How much rain fell in each rainy month ?

....

....

6. The climate scientist expects there will be rain for the next 4 days in a row. If it rains 1 mm. each day, how much rain should we expect in total ?

....

....

7. The meteorologist recorded that it rained 27 mm. in the last 3 days. How much rain fell each day ?

....

....





* Help your child to solve the previous story problems.

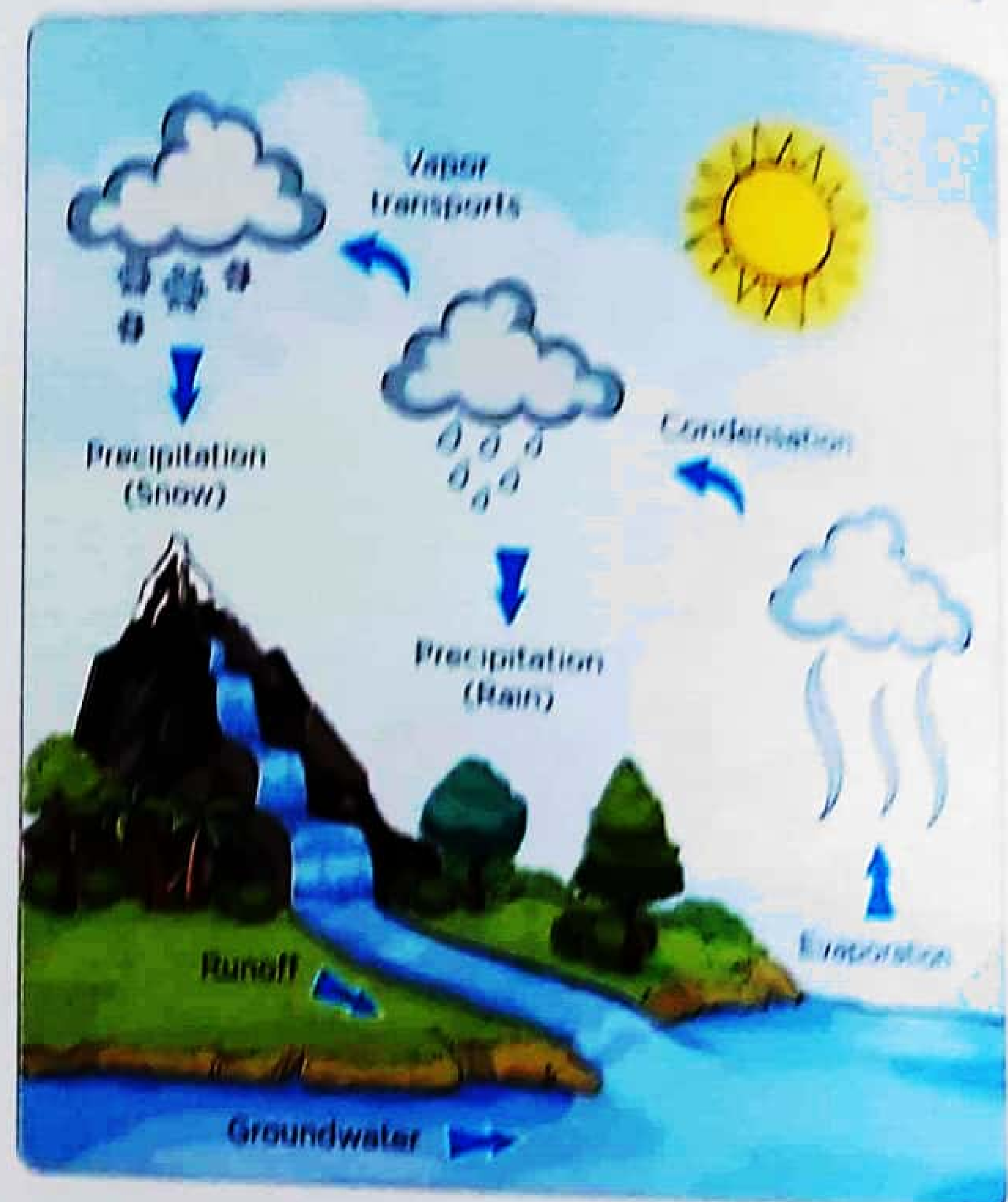
I HAVE LEARNED THAT

- **Water** is very important to us.





- The usable water on the Earth is a very small amount if we compared it to the water that exists on the Earth, so we have to conserve the usable water.



- Water cycle on the Earth occurs when heat from the Sun causes water on the Earth to evaporate and water vapor rises up.
- When water vapor cools off, it condenses forming clouds.
- Then water condensed in clouds falls back to the Earth as rain, snow, sleet or hail and that is called precipitation.
- **Climate** means the conditions around us over a long period of time while **Weather** means the conditions around us over a short period of time.
- The climate differs from place to another.

Lesson 5

1. Describing Climates In Egypt

Activity 1 Use the information about the climates of Alexandria and Luxor to compare between the climates of the two cities by completing sentences below.

ALEXANDRIA - Average temperatures

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Min (°C)	8	9	11	13	17	19	23	23	21	17	14	11
Max (°C)	18	19	22	24	27	29	30	31	30	28	23	20

ALEXANDRIA - Average precipitation

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Prec. (mm)	55	30	15	4	1	0	0	0	1	9	30	55	200

LUXOR - Average temperatures

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Min (°C)	7	8	13	17	21	23	25	24	22	17	14	9
Max (°C)	24	26	29	34	39	42	42	40	38	33	28	25

LUXOR - Average precipitation

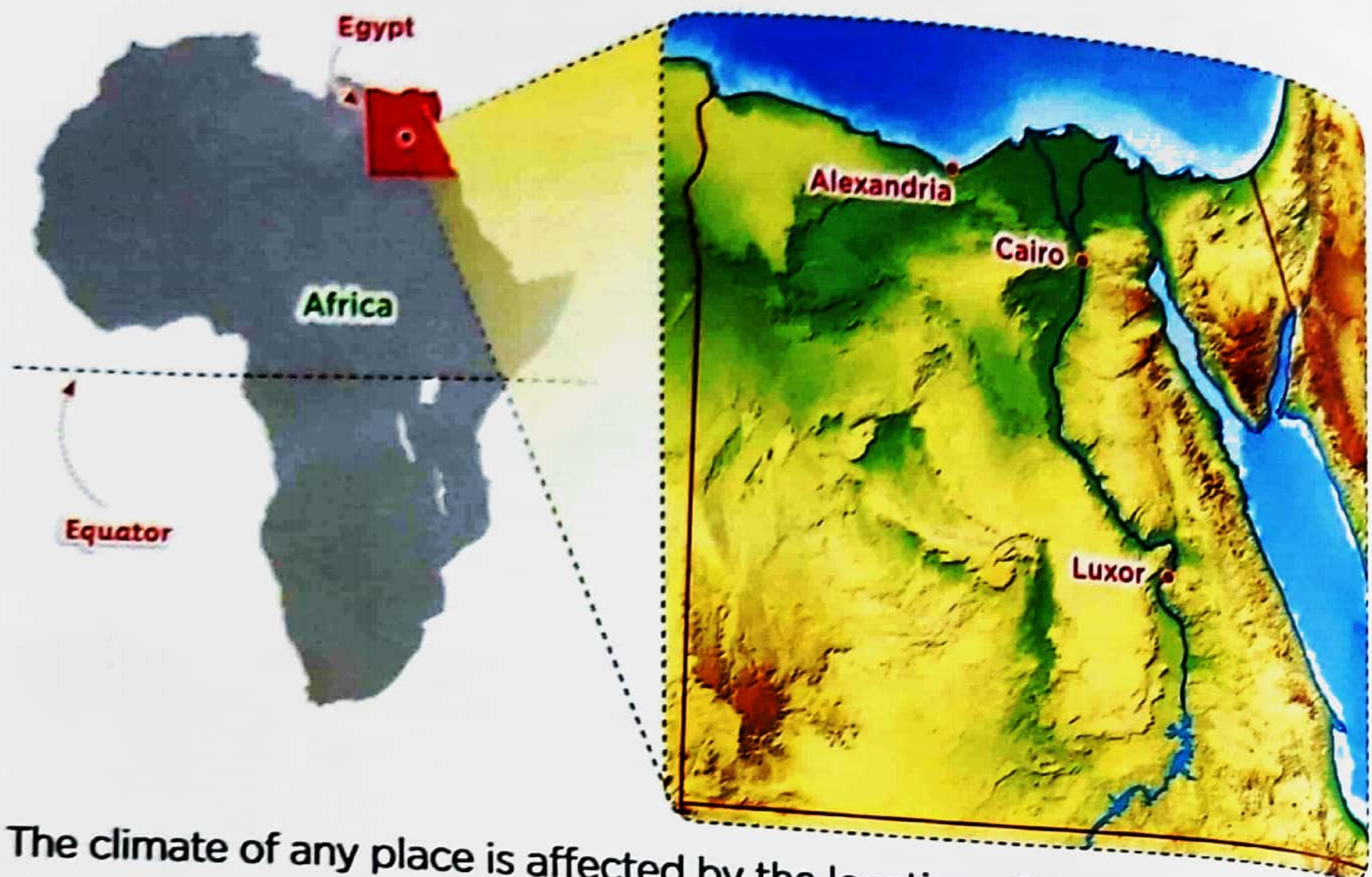
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Prec. (mm)	0	0	0	0	0	0	0	0	0	1	0	0	1

• **Complete :**

1. The temperature in Alexandria in summer is always above .... but in Luxor it is above ....
2. The climate in Luxor in summer is .... than the climate of Alexandria at summer.
3. In winter, the climate in Luxor is warm but the climate in Alexandria is ....
4. The precipitation in Alexandria is .... but Luxor is dry.

• Help your child to use sentences to describe the climate of his/her city.
• **Integration of subjects :** Social studies (climate) – English (reading and writing).
• **Life skills :** Verbal communication – Self-expression

Activity 2 **Look at the following maps of Egypt, read the following paragraph, then answer the questions below.**



The climate of any place is affected by the location of that place relative to the water bodies. The water bodies can make the climate feel more mild or cooler than the land farther away from the water bodies.

The places that are near to water bodies are more humid and receives more rain than the places far away from water bodies.

The farther away the place from the equator is, the cooler the climate becomes.

• Complete :

1. In Egypt, the climate of Alexandria is cooler than the climate of ....
2. Cairo receives rain more than ....
3. Alexandria receives rain because ....
4. Luxor is nearer to the equator than ....
5. Luxor is less humid than ....

Notes for parents

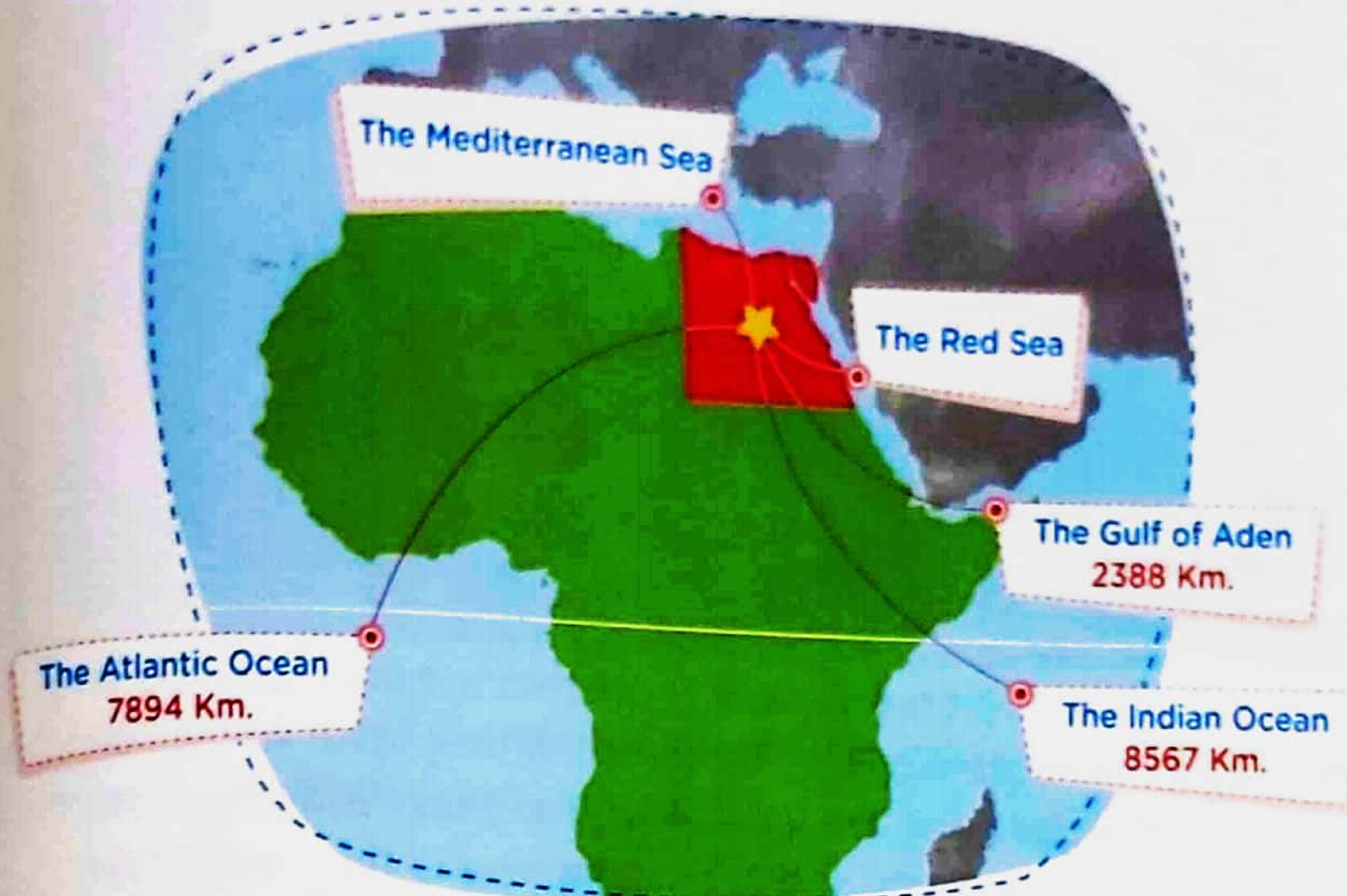
- Discuss with your child that the climate of any place is affected by water bodies and its location relative to the equator.
- **Integration of subjects** : Social studies (climate) – English (reading and writing).
- **Life skills** : Identify results and expected results – Observation.

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2. Africa



Activity Look at the following map of Africa, then answer the questions.



• Put (✓) or (✗) :

1. The Atlantic Ocean is nearer to Egypt than the Red Sea. (   )
2. The Gulf of Aden is nearer to Egypt than the Atlantic Ocean. (   )
3. The Red Sea is fartherer from Egypt than the Indian Ocean. (   )
4. The Indian Ocean is the nearest water body to Egypt. (   )

• Complete :

1. The nearest water body to Egypt is ....
2. The nearest ocean to Egypt is ....
3. The Atlantic Ocean is nearer to Egypt than .... Ocean.

• Arrange the water bodies from the nearest to the farthest to Egypt :

1. .... 2. .... 3. ....

• Discuss with your child that Egypt is surrounded by water bodies that play important role in its climate.
• **Integration of subjects :** Social studies (maps) – English (reading and writing).
• **Life skills :** Collecting data – Observation.

1. Where In The World

Activity 1 Read and learn.



The climate difference from one place to another is a topic which is very important for the meteorologists. The climate of any place on the Earth depends on the water cycle, the location of that place relative to poles and equator and the location of that place relative to the water bodies.

The climate and the water cycle :

The Sun heats the water bodies, so water evaporates.
The water vapor cools forming clouds, then the condensed water falls in the form of precipitation. So, if you live near any water body, you could feel the humidity. The more the temperature rises the more water from water bodies evaporates, condensates, and then precipitates.

The climate and the location relative to poles and equator :

The more the place is nearer to the equator the hotter the place becomes as city ②. The farther you move away from the equator (nearer to poles) the cooler the climate becomes as city ①.

The climate and the location relative to water bodies :

The nearer the place to the water bodies, the more humid the climate becomes. The nearer the place to water bodies the more precipitation it will receive as city ② will receive more rain than city ③.

Notes for parents

- Help your child to read and notice the factors affect on the climate of places around the world for comprehension
- **Integration of subjects :** English (reading) – Social studies (climate).
- **Life skills :** Verbal communication – Explain thinking processes.

Activity (2) **Look to the following world map, then write the number of the city at the suitable climate description.**



• "The climate there is hot all the year. The temperature is always above 30°C. The city receives heavy rain all the year ".

The city number is ....

• "The climate there is warm in summer and cool in winter. The city receives moderate rain only at winter ".

The city number is ....

• "The climate there is cold all the year. The temperature is always below 20°C. The city receives moderate rain all the year ".

The city number is ....

• Discuss with your child the answers which are city (2), city (3), city (1) in order.
• Review with your child the factors that affect the climate of those 3 cities.
• **Integration of subjects :** English (reading) – Social studies (climate).
• **Life skills :** Explain thinking processes – Identify results and expected results.

2. Precipitation



Activity In the following data charts of the three cities, circle the months that had precipitation greater than 60 mm., then write the number of the months below each city.

City 1

PRECIPITATION												
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm.	100	100	50	70	62	65	70	80	106	130	120	130

Number of months = ...

City 2

PRECIPITATION												
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm.	52	38	35	47	50	43	41	48	49	71	63	53

Number of months = ...

City 3

PRECIPITATION												
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
mm.	10	4	2	6	22	30	37	42	61	18	7	10

Number of months = ...

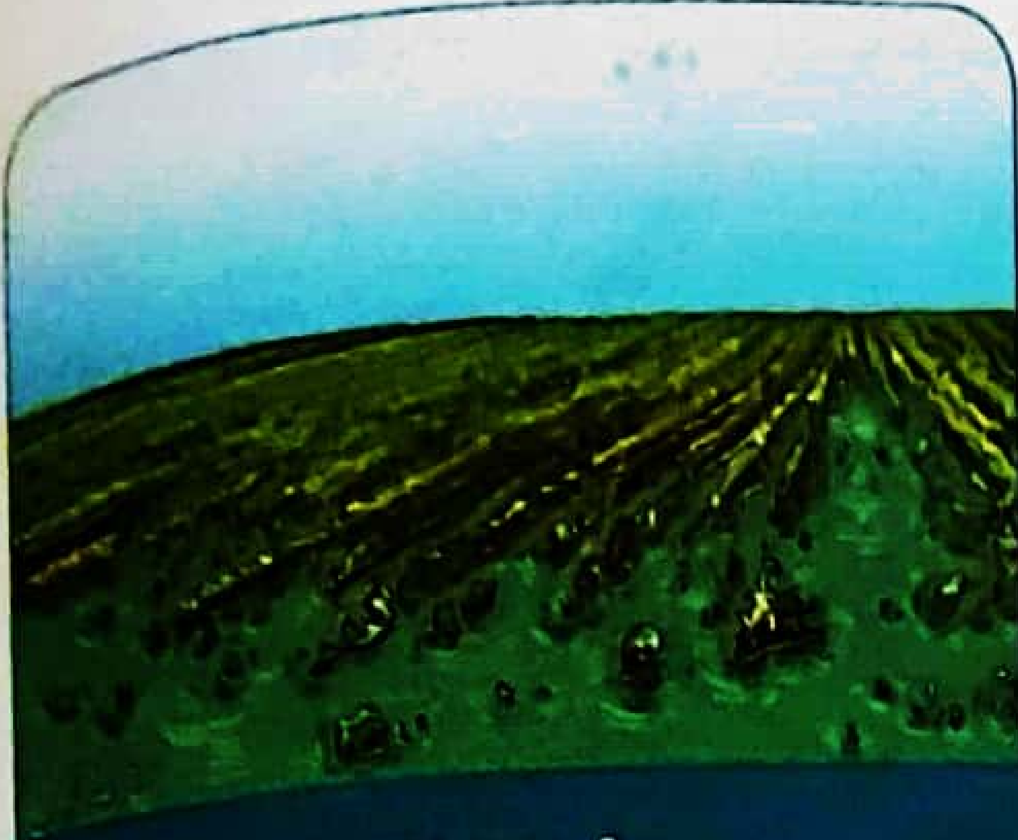
Notes for parents

- Help your child to differentiate between months using precipitation data chart.
- **Integration of subjects :** Social studies (precipitation) – Math (analyzing data).
- **Life skills :** Explain thinking processes – Identify subject-related information.

1. Water Issues



Activity Read the following comparison between floods and droughts, then answer the questions below.





Floods	Droughts
- Too much water all at once.	- Too little water over a long period of time.
- Floods can cause rivers to overflow.	- Droughts can cause rivers and lakes to dry up.
- Too much rainwater makes plants die.	- Without access to water, plants may die.
- Floods water can move quickly and can be dangerous to people and animals.	- When farms experience a drought, people and animals have less food to eat.
- Floods can contaminate sources for drinking water.	- Getting clean drinking water can be difficult.

• Complete :

1. .... are caused by heavy amounts of precipitation in short period of time.
2. When .... happen, the ground cannot absorb the rainwater.
3. .... are caused by an extreme lack of precipitation.

• Choose :

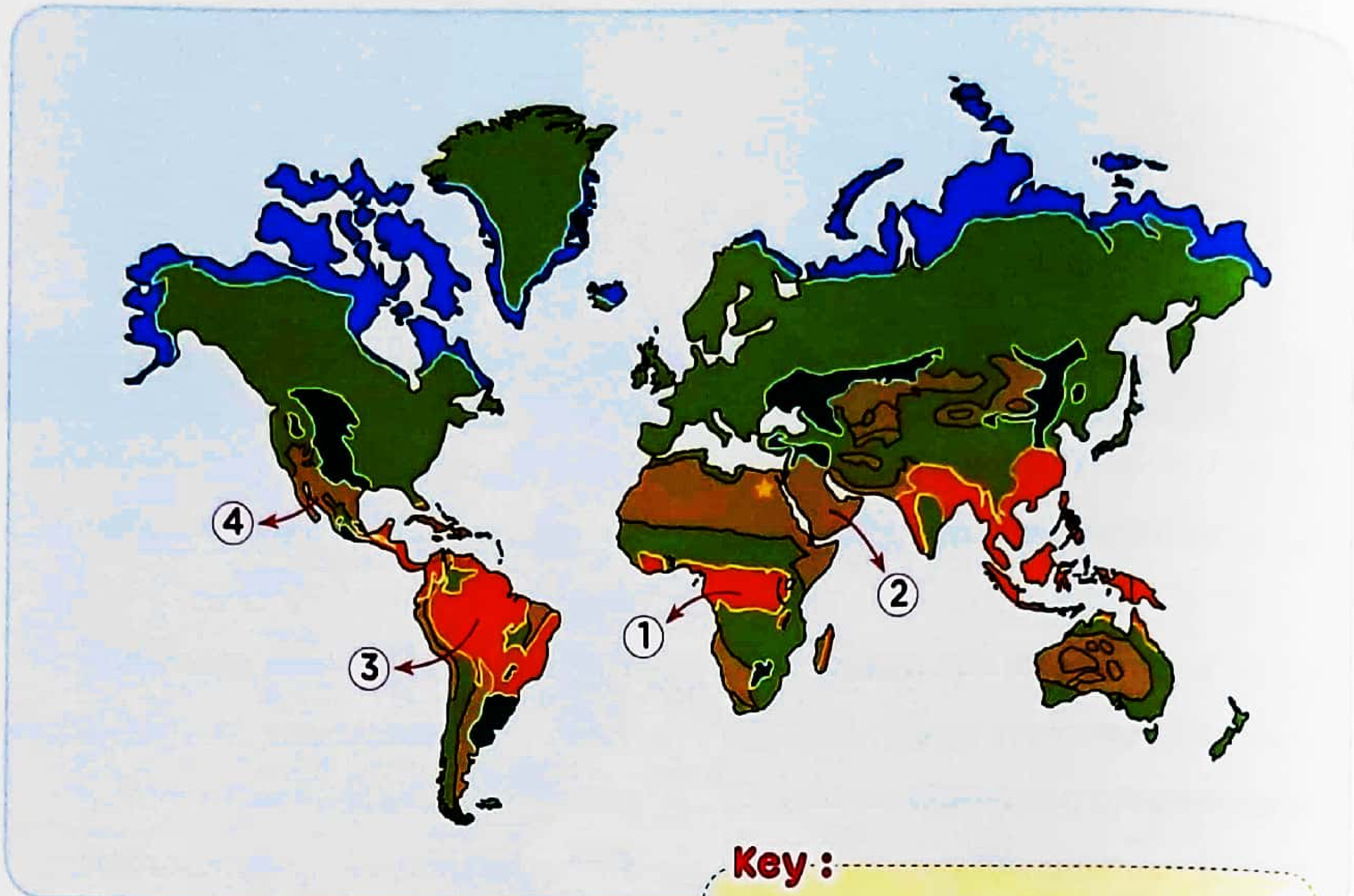
1. Floods water can move quickly and can be .... to people and animals.
   a. dangerous b. good c. safe
2. Droughts can cause rivers to ....
   a. flood. b. dry. c. overflow.

• Help your child to differentiate between droughts and floods.
• Discuss with your child the impact of floods and droughts on people, animals, plants and environment.
• **Integration of subjects :** Science (floods and droughts) – English (reading and writing).
• **Life skills :** Verbal communication – Identify results and expected results.

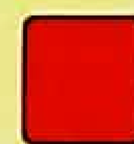
2. Floods And Droughts



Activity Look at the following map and regions on it, then answer the questions below.



Key :

 Rainforest  Desert

• Questions :

1. Which two regions are rainforest habitats ?

   ....

2. Which two regions are desert habitats ?

   ....

3. "In rainforest habitats, floods can occur as they near to water surfaces and with high temperature all the year time".
   In your opinion, which water issue could take place in desert habitats ?
   Why do you think so ?

   ....

   ....

Notes for parents

- Review with your child the location of different habitats on world map.
- Help your child to notice that when a place receives a big amount of precipitation, the floods could occur in that place and vice versa.
- **Integration of subjects :** Science (water issues and habitats) – English (reading and writing).
- **Life skills :** Collecting data – Identify topic-related information.

I HAVE LEARNED THAT

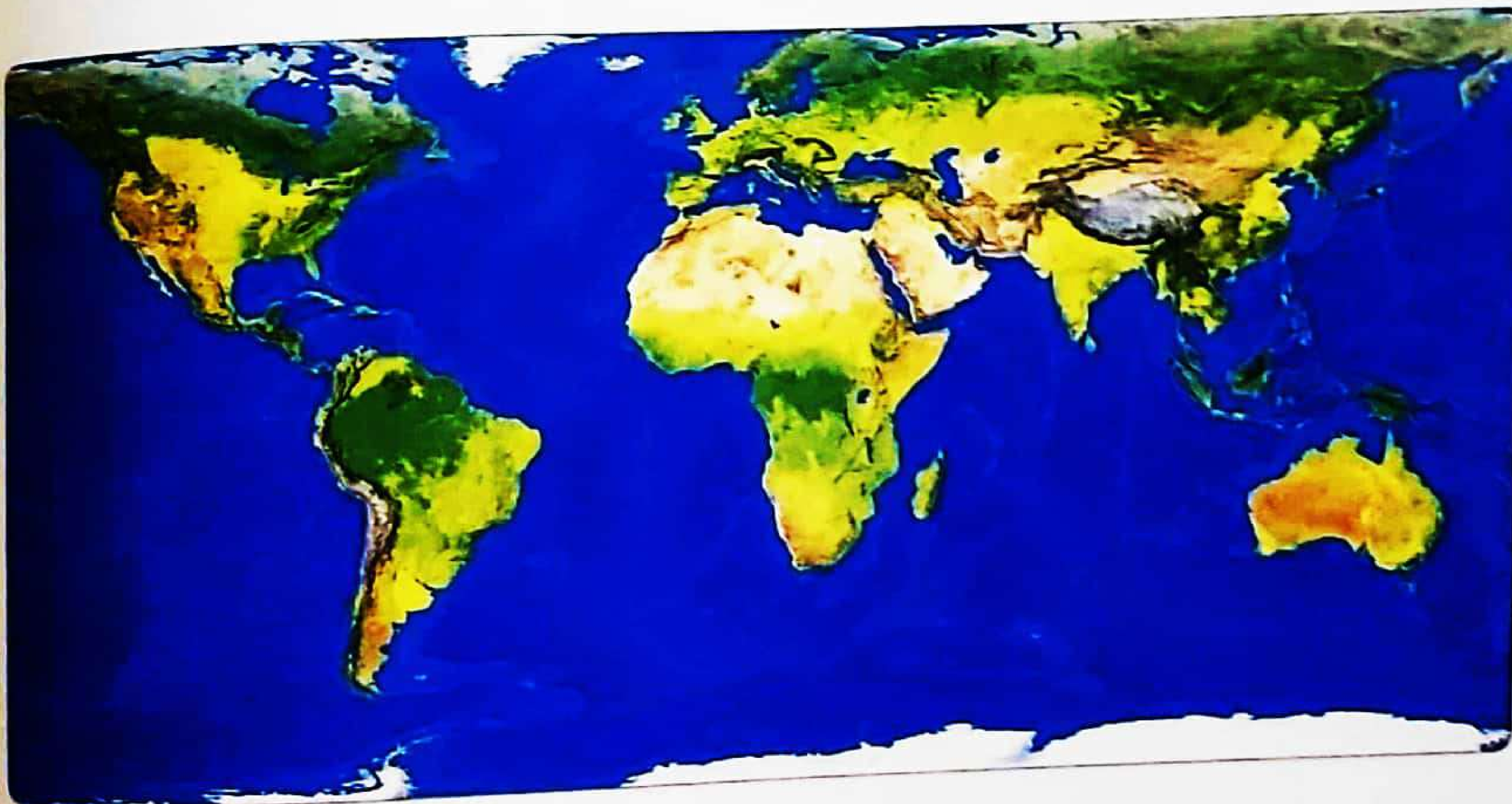


Climate of regions of the same country could be different as the climate of Alexandria is different from the climate of Luxor.

Egypt is surrounded by the water bodies that play an important role in its climate conditions.

The climate of any place in the world depends on :

- The water cycle.
- The location of that place relative to poles and equator.
- The location of that place relative to the water bodies.



Drought means too little water over a long period of time.

Flood means too much water all at once.

Lessons 8 to 10





PROJECT

My Favorite Habitat

My favorite habitat is:

....

Its climate:

- **In Summer :**
  - Average temperature in the morning is ....
  - Average temperature at night is ....
  - The humidity is ....
  - Average precipitation is ....
- **In winter :**
  - Average temperature in the morning is ....
  - Average temperature at night is ....
  - The humidity is ....
  - Average precipitation is ....

Stick a photo of your favorite habitat

Notes for parents

• Help your child to stick pictures of habitat he/she chooses and animals and plants that could be found in that habitat.

Some animals live in this habitat :

Stick here

....

Stick here

....

Stick here

....

Stick here

....

Some plants grow in this habitat :

Stick here

....

Stick here

....

Stick here

....

Stick here

....

Chapter 3

How Can I Help ?



1. What Do You Think ?



Activity Color the following picture, then write the definition of flood, as you have studied in the previous chapter.

Flood is ....

....

Notes for parents

- Review with your child the definition of flood.
- Flood occurs when water covers an area that is not usually covered by water.
- **Integration of subjects** : Social studies (definition of the flood) – Art (coloring) – English (writing).
- **Life skills** : Verbal communication – Collecting data – Setting clear goals.

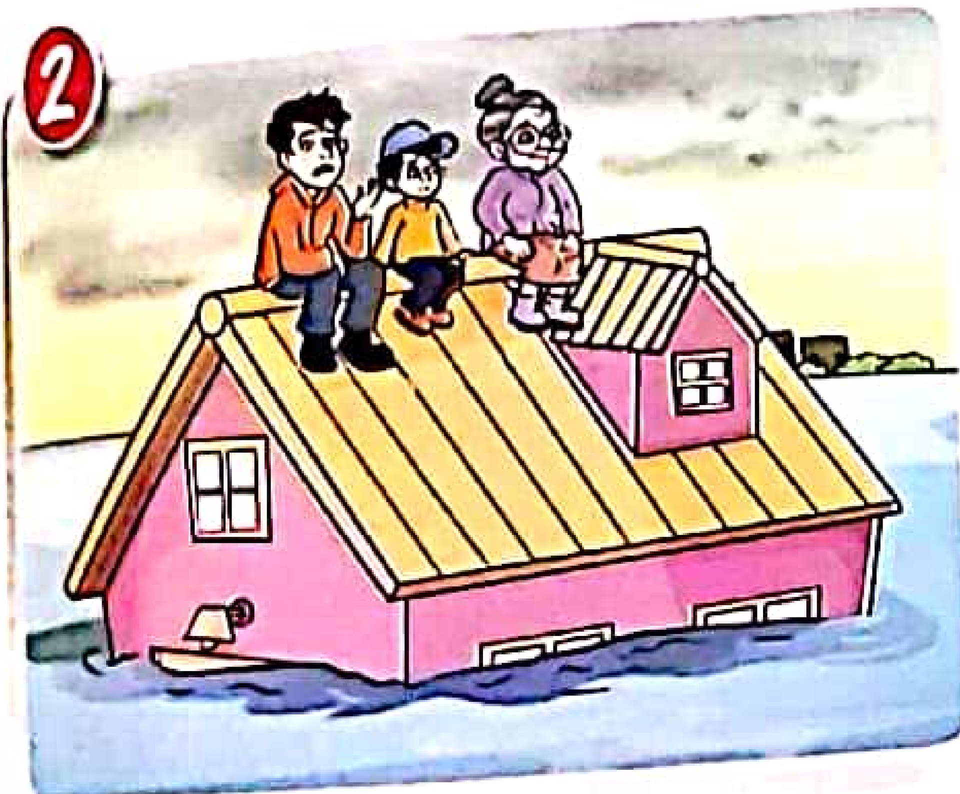
2. Identifying Impacts

Activity

- **Look at the following pictures which describe the impacts of flood on people and the environment.**
- **Choose the right answer to show the impacts of flood on people or the environment at each picture.**



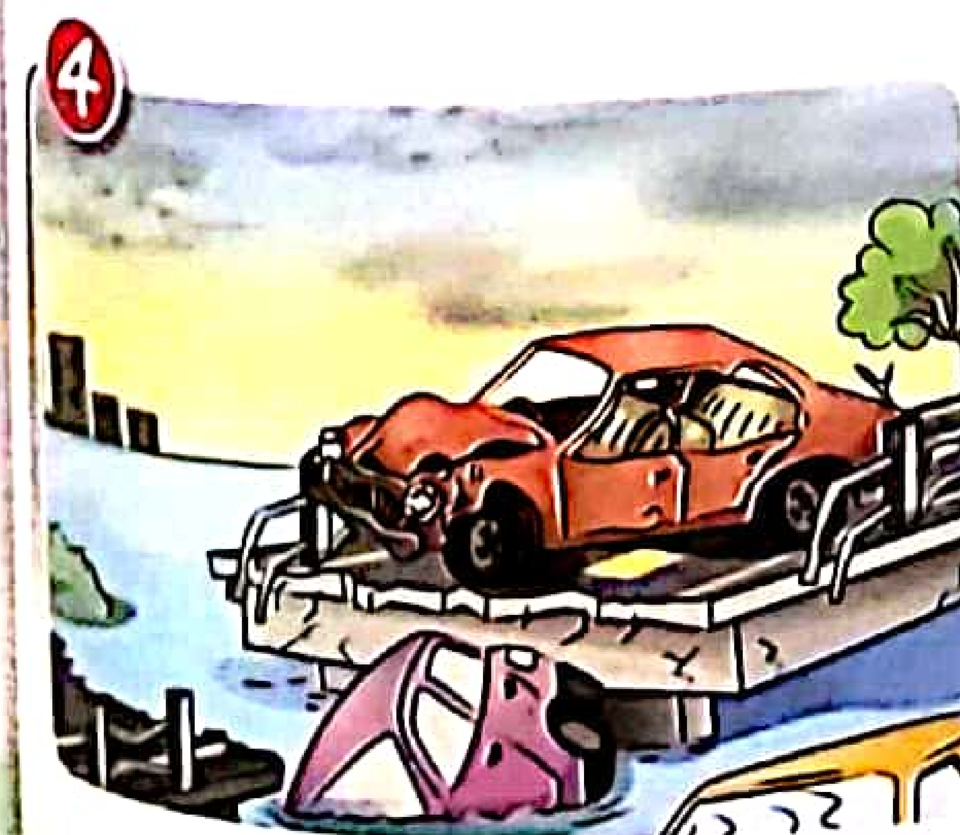
- Flood impacts on environment..
- The flood damages ..trees......



- Flood impacts on .... (environment - people)
- The flood damages .... (houses - trees)



- Flood impacts on .... (environment - people)
- The flood damages .... (houses - beach)



- Flood impacts on .... (environment - people)
- The flood damages .... (beach - cars)

- Discuss with your child other examples of impacts of flood on people and the environment.
- **Integration of subjects :** Science (impacts of flood to people and environment) – English (writing and reading).
- **Life skills :** Asking questions – Setting clear goals – Observation.

3. Heavy Rains

Activity Put ✓ or ✗ in front of the following sentences.

Safety tips before heavy rains :



1 We should stay informed on local news. (   )



2 We should sleep before heavy rains start falling down. (   )



3 Before heavy rains, we should prepare an emergency bag with food, medicines and flashlight. (   )



4 Leave your home before heavy rains start falling down. (   )



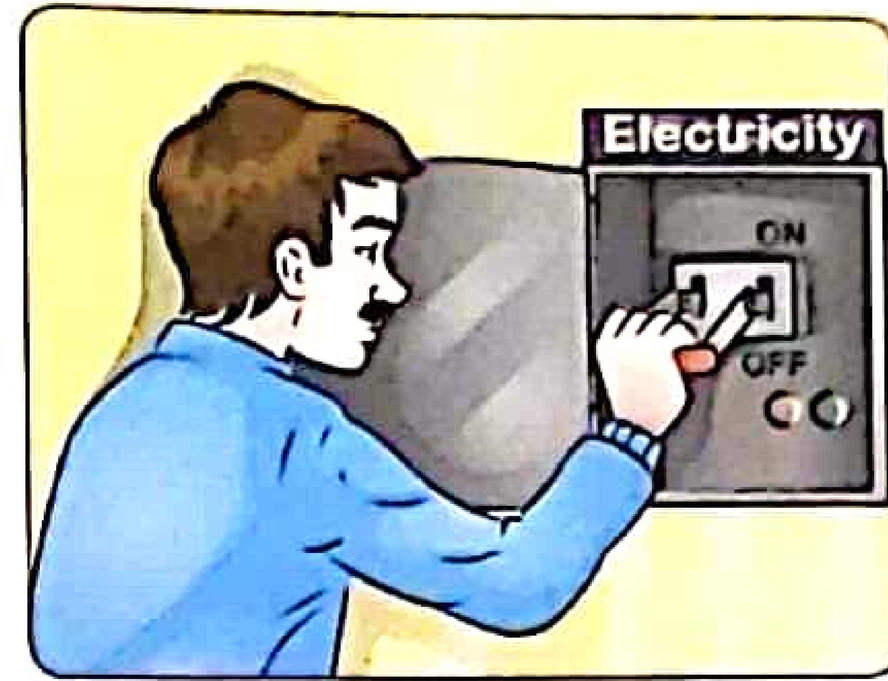
5 Put useful items sush as sandbags, in front of houses before heavy rains start falling down. (   )

Notes for parents

- Discuss with your child safety tips (Before – During – After) we should do when heavy rains occur.
- **Integration of subjects :** Social studies (safety tips of heavy rains) – English (reading).
- **Life skills :** Verbal communication – Searching for information – Good listening.

Safety tips during the heavy rains :

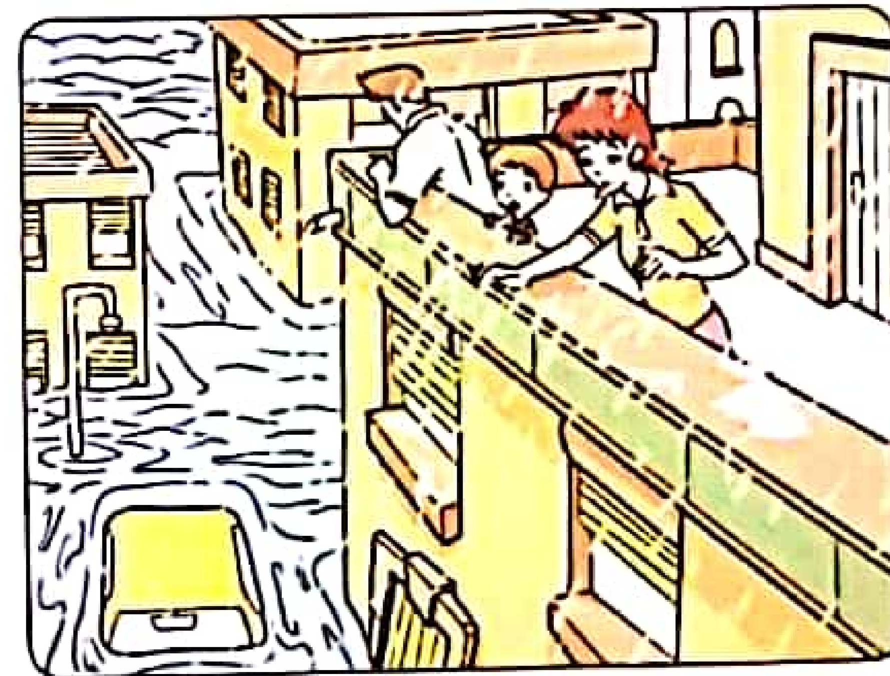
1 We should disconnect electricity and gas. ( )



2 We can walk and drive in heavy rains water. ( )



3 During heavy rains, we should get the higher ground. ( )



4 You should follow evacuation orders. ( )



5 During heavy rains, evacuate animals to a safer place. ( )

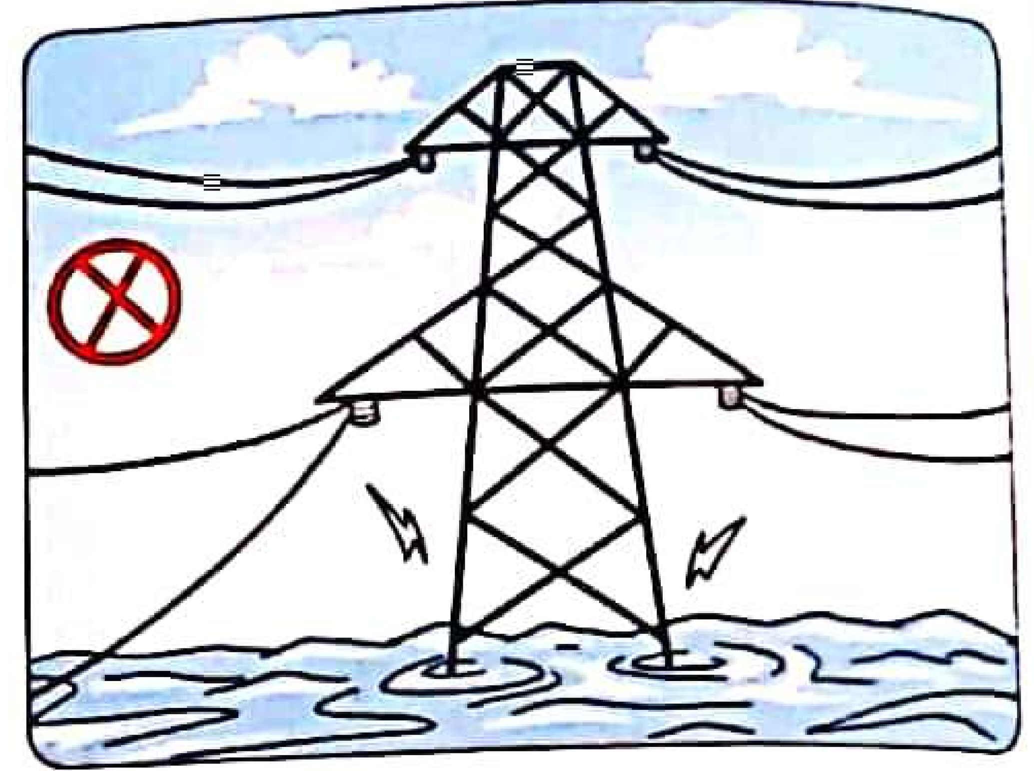


* Help your child to search for safety tips during heavy rains on the internet before answering the previous questions.

Safety tips **after** the heavy rains :



1 We can use heavy rains water to enjoy swimming. ( )



2 After heavy rains we should not touch power lines. ( )



3 We can't go home or to disaster areas until it is declared safe. ( )

Notes for parents

• Discuss with your child other examples of safety tips (Before – During – After) we should do when heavy rains occur.

4. Flood Prevention

Activity **Read the following dialogue, then answer the questions below.**



Ali : Today our teacher explained impacts of floods on people and environment and gave us a homework "How do we prevent floods ?" Please help me dad.

Father : You know, to prevent floods we should build dams, which stop water from entering a river or canals and prevent severe flooding.

Ali : Wow, that is very good.

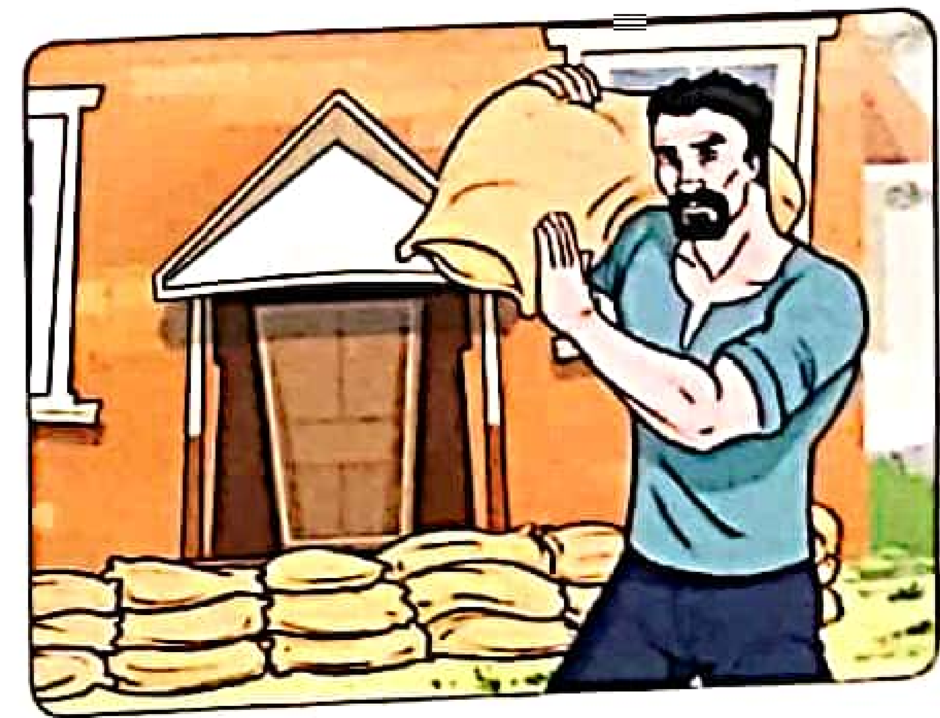
Father : Also we can make canals to move the water away from city area.

Ali : So, canals lead to temporary ponds.

Father : That's right. Also, people can use sand to prevent floods.

Ali : Sand, How ?!

Father : By putting sandbags in front of houses to make flood water diverted around the sandbags.



• Choose :

To prevent floods, we can ....

a. build dams. b. make canals.

c. use sandbags. d. (a),(b) and (c).

• Answer the following questions :

1. How do canals prevent floods ?

....

2. How can we use sand to prevent floods ?

....

....

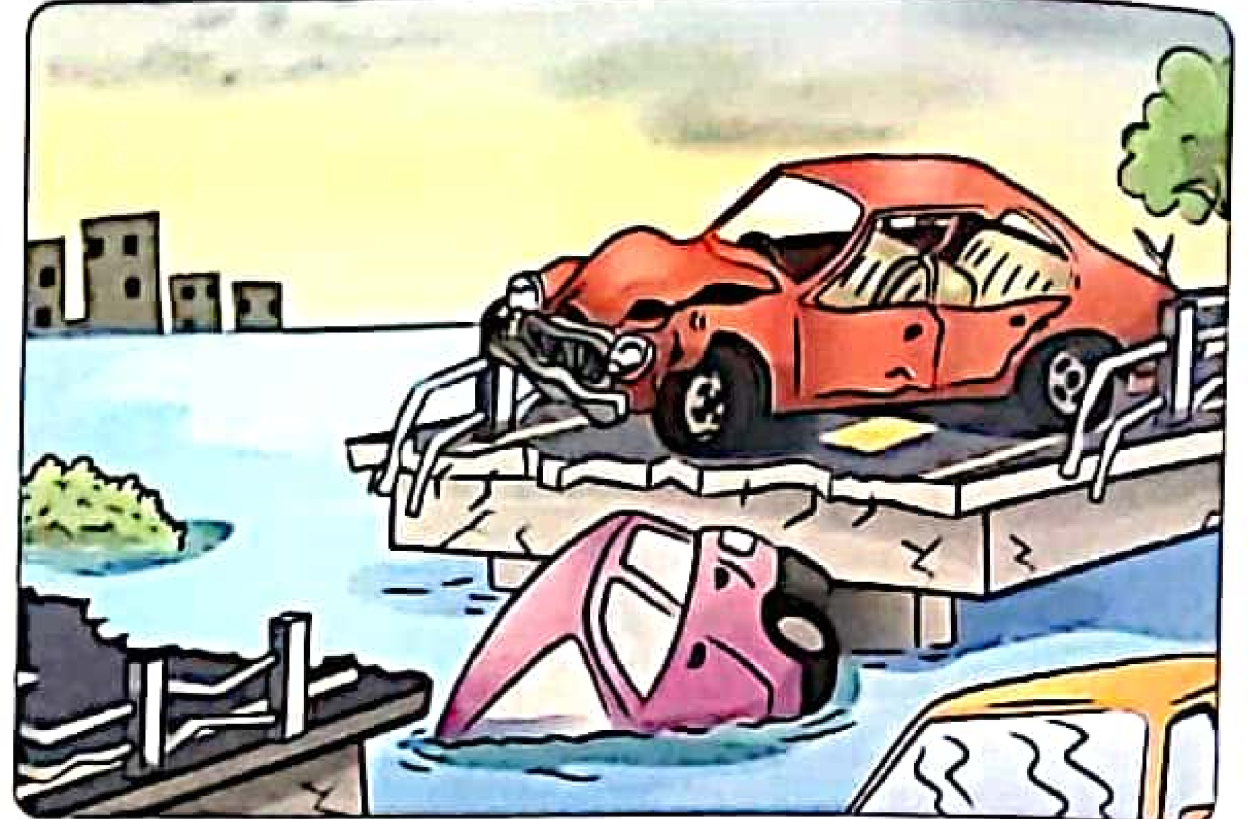
• Discuss with your child ways to prevent floods.
• **Integration of subjects** : Social studies (flood prevention) – English (writing and reading).
• **Life skills** : Verbal communication – Collaboration – Asking questions.

I HAVE LEARNED THAT

There are many impacts on floods to people and environment such as :



Flood impacts on the environment and damages beach.



Flood impacts on people and damages cars.

Safety tips before heavy rains :



1- Stay informed on local news.

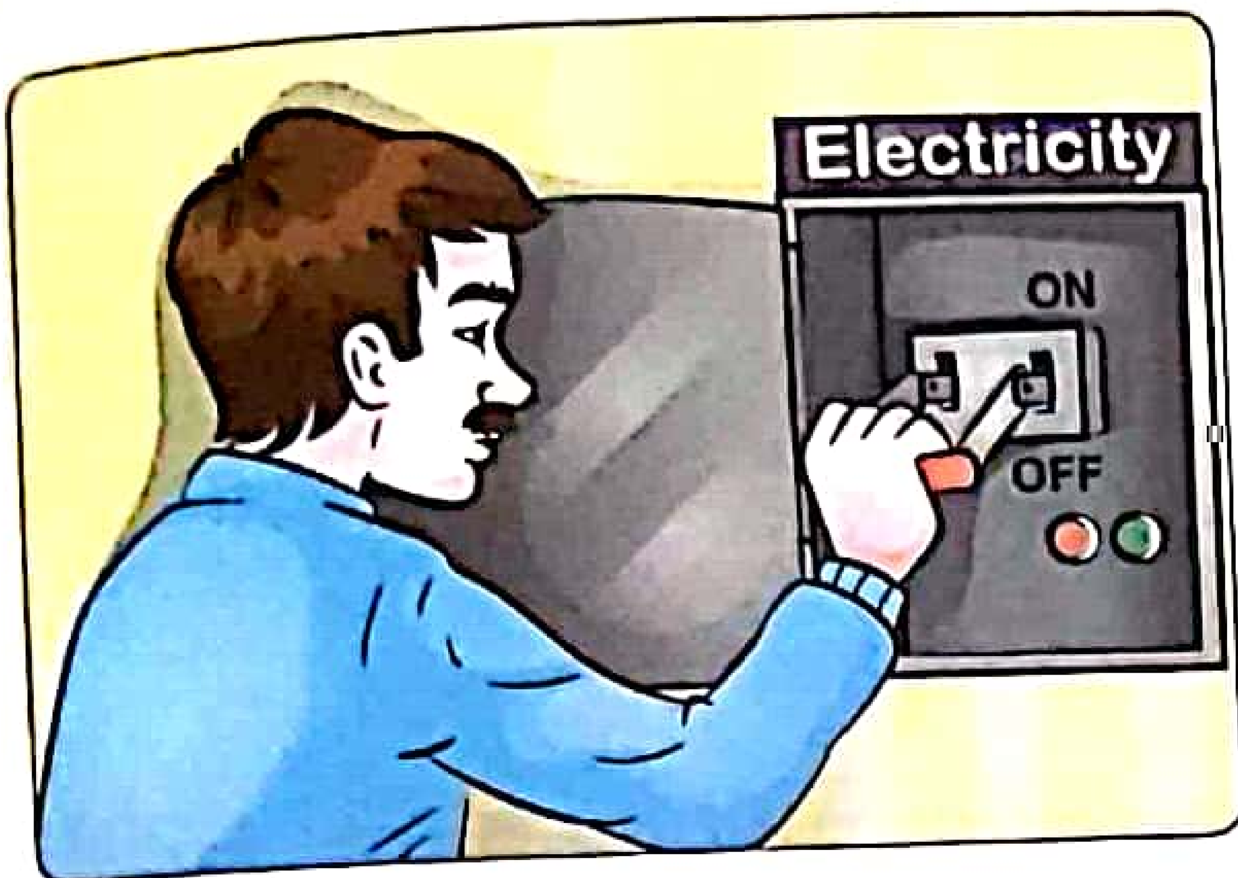


2- Prepare an emergency bag.



3- Don't leave your home before heavy rains start.

Safety tips during heavy rains :



1- Disconnect electricity and gas.

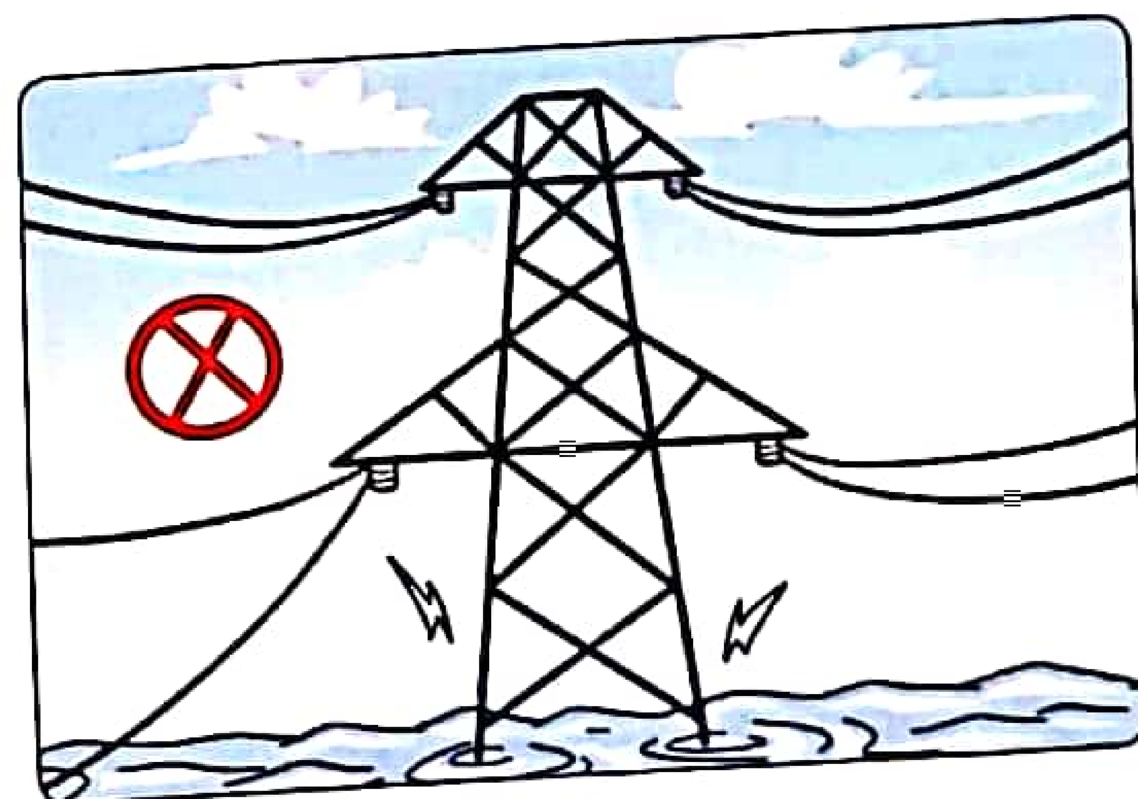


2- Follow evacuation orders.

Safety tips after heavy rains :



1- Avoid using heavy rains water or swimming in it.



2- Don't touch power lines.

Flood prevention by dams, canals and sandbags.

Lesson 2

1. Vocabulary : Volunteer

Activity **Read the following dialogue, then answer the questions below.**

Maha was watching TV. with her mother and listening to positive impact on local community through volunteering. She didn't know the meaning of that so, she asked her mother.

Maha : Mom, what is the meaning of "Volunteering" ?

Mother : Volunteering is how people like you and me can help our community and others without being paid.

Maha : Is it a job ?

Mother : No, this is different than a job, when you have a job you are paid for your work.



Maha : Please, would you give me an example ?

Mother : Like cleaning trash in the neighborhood, planting trees in streets or in community gardens, collecting donations for those in need ...etc.

Maha : Can I be a volunteer ?

Mother : Yes of course, you can help to solve a problem or meet a need people by joining to a volunteer group or by organizing an event.



Notes for parents

- Help your child to read the previous dialogue for comprehension.
- **Integration of subjects :** Social studies (know the meaning of volunteering) – English (reading) – Economics and applied sciences (family relations).
- **Life skills :** Self-management – Collaboration – Problem-solving.

• Put ✓ or ✗ on the following sentences :

1. Volunteer is paid for work. ( )
2. Volunteering is different than a job in times of work. ( )
3. Collecting donations for those in need is considered a volunteering job. ( )

• Complete :

1. You can be a volunteer by joining to .... or ....
2. Volunteering is like planting trees, ... and ....

• If you want to be a volunteer. What will you do ?

....

....

Draw

yourself as a Volunteer

2. Being A Good Citizen

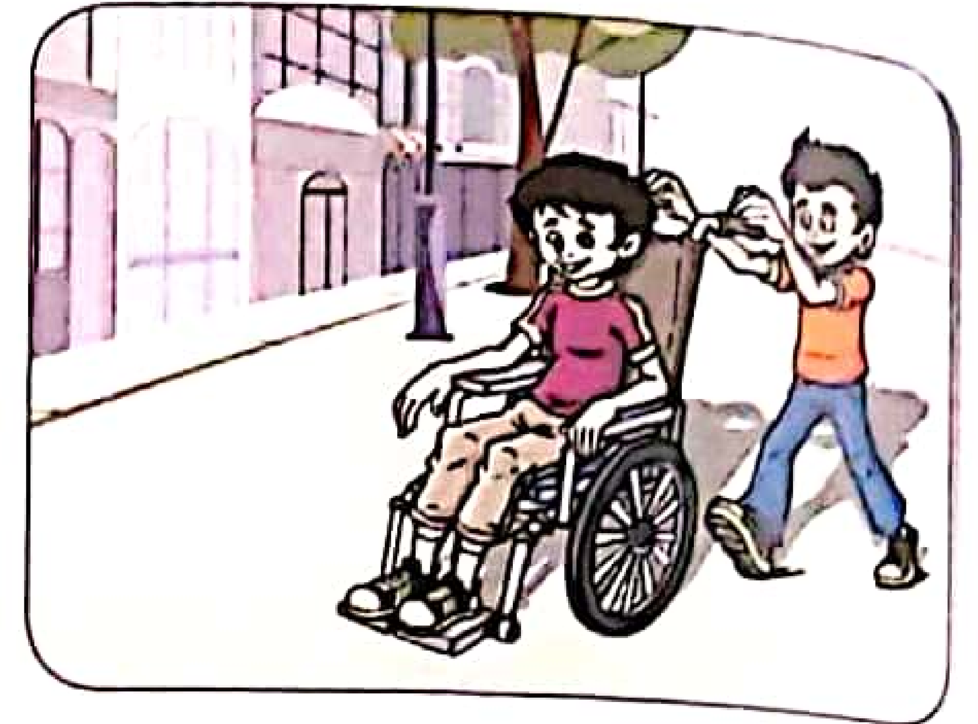
Activity 1 **Look at the following pictures, and then write under each of them if it is a volunteering or a job.**



....



....



....



....



....



....

Write a volunteering work you can do in your community :

....

....

....

Notes for parents

- Discuss with your child how he/she can be a good citizen.
- Discuss with your child the difference between volunteering and job.
- **Integration of subjects** : Social studies (differentiation between volunteering and job) – English (writing).
- **Life skills** : Respect for diversity – Sharing – Collaboration – Empathy.

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Activity 2 Look at the following diagram, and then answer the questions below.





• Complete :

1. Ministries like ………………… , …………………… and …………………… have different responsibilities to help citizens.
2. Ministry of ……………………… is responsible for arts and culture.
3. Ministry of transportation is responsible for ……………………… and ………………………
4. Ministry of education is responsible for ……………………… and ………………………

• Discuss with your child other examples of ministries and their responsibilities.
• Integration of subjects : Social studies (ministries and their responsibilities) – English (writing and reading).
• Life skills : Setting clear goals – Verbal communication – Observation.

Lesson 3

1. I Can Lead

Activity **Read the following dialogue, then answer the questions below.**

Note: Voting is a process for making a group decisions.

Ramy and Maha explain to their class colleagues how to choose a leader of the classroom.

Ramy : To choose a leader of the classroom we should make a voting.

Maha : You choose the person you think will best perform a job.

Ramy : Don't write your name on the voting paper.

Maha : Then fold the voting paper in half twice and put it in the box of voting.

Ramy : Then we put votes for the same person together and count the number in each pile.

Maha : The person whose name was chosen the most will be the leader.

Ramy : You should not feel bad if you are not selected.







- **Put ✓ or ✗ on the following sentences :**

1. You can put your name on the voting paper. ( )
2. You should know what everyone writes on the voting paper. ( )
3. Voting is a process for making a group decisions. ( )
4. The person whose name was chosen the least will be a leader. ( )

Imagine you want to be a leader, write two reasons why you would be a good leader :

1. ....
2. ....

Notes for parents

- Discuss with your child the traits of a good leader.
- **Integration of subjects :** Social studies (voting process) – English (writing and reading) – Economics and applied sciences (family relations).
- **Life skills :** Verbal communication – Collaboration – Asking questions.

2. Jobs Can Have An Impact

Activity **Match each picture with its description.**


Construction worker


Police officer


Firefighter


Civil engineer

- I work to overcome fires and protect people from it.
- I am a leader of a group of firefighters.
- I direct people around dangerous fire areas.

- I work to make buildings.
- I am a leader of a group of workers.
- I build dams and barriers to prevent floods.

- I work to make designs of buildings.
- I am a leader of a group of design implementers.
- I design dams and barriers to prevent floods.

- I work to protect people from dangerous.
- I am a leader of a group of soldiers.
- I direct people around dangerous flooded areas when flood occurs.

- Discuss with your child other examples of jobs and their impacts in community.
- **Integration of subjects :** Social studies (positive impacts of jobs in community) – English (reading).
- **Life skills :** Verbal communication – Asking questions – Setting clear goals.

1. What Makes A Good Leader ?

Activity Write the following traits of a good leader in the suitable places according to their numbers to find the secret word.

1. Loyal 2. Cooperative 3. Brave

4. Good communicator 5. Polite 6. Responsible

					1													
	2																	
				3														
			4															
5																		
						6												

The secret word is :

....



Notes for parents

- Discuss with your child other traits of a good leader.
- Integration of subjects : Social studies (traits of a good leader) – English (writing and reading).
- Life skills : Verbal communication – Asking questions – Collaboration.

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2. An Interview With A Leader

Activity **Read the following paragraphs about past leaders, then choose one character from them to complete the interview.**



Ahmed Zewail

Born in 1946 in Damanhur, he was an Egyptian chemist who won the Nobel Prize for chemistry. He was the leader of Zewail City of Science and Technology. He was calm, polite and helping others.

Saad Zaghloul



Born in 1858 in Al-Gharbia. He was an Egyptian revolutionary and nation leader. He was the leader of Egypt's nationalist El Wafd Party. He was a good communicator, loyal and brave.



Taha Hussein

Born in 1889 in El-Minya. He was an Egyptian writer and intellectual who won the United nation human rights Prize. He worked as a dean of the Faculty of Arts, then director of Alexandria University, then minister of education. He was a good listener, generous and polite.

- Discuss with your child others examples of past leaders.
- **Integration of subjects** : Social studies (characteristics of leaders) – English (writing and reading).
- **Life skills** : Asking questions – Good listening – Verbal communication.

- **Choose one leader from the previous to complete the following interview :**

You : Today I will have an interview with ....

You : Can you tell us when and where you were born ?

Leader : I was born in .... in ....

You : What are your most important achievements ?

Leader : ....

....

....

You : Can you tell us about your characteristics that make you an important leader ?

Leader : .... , ... and ....

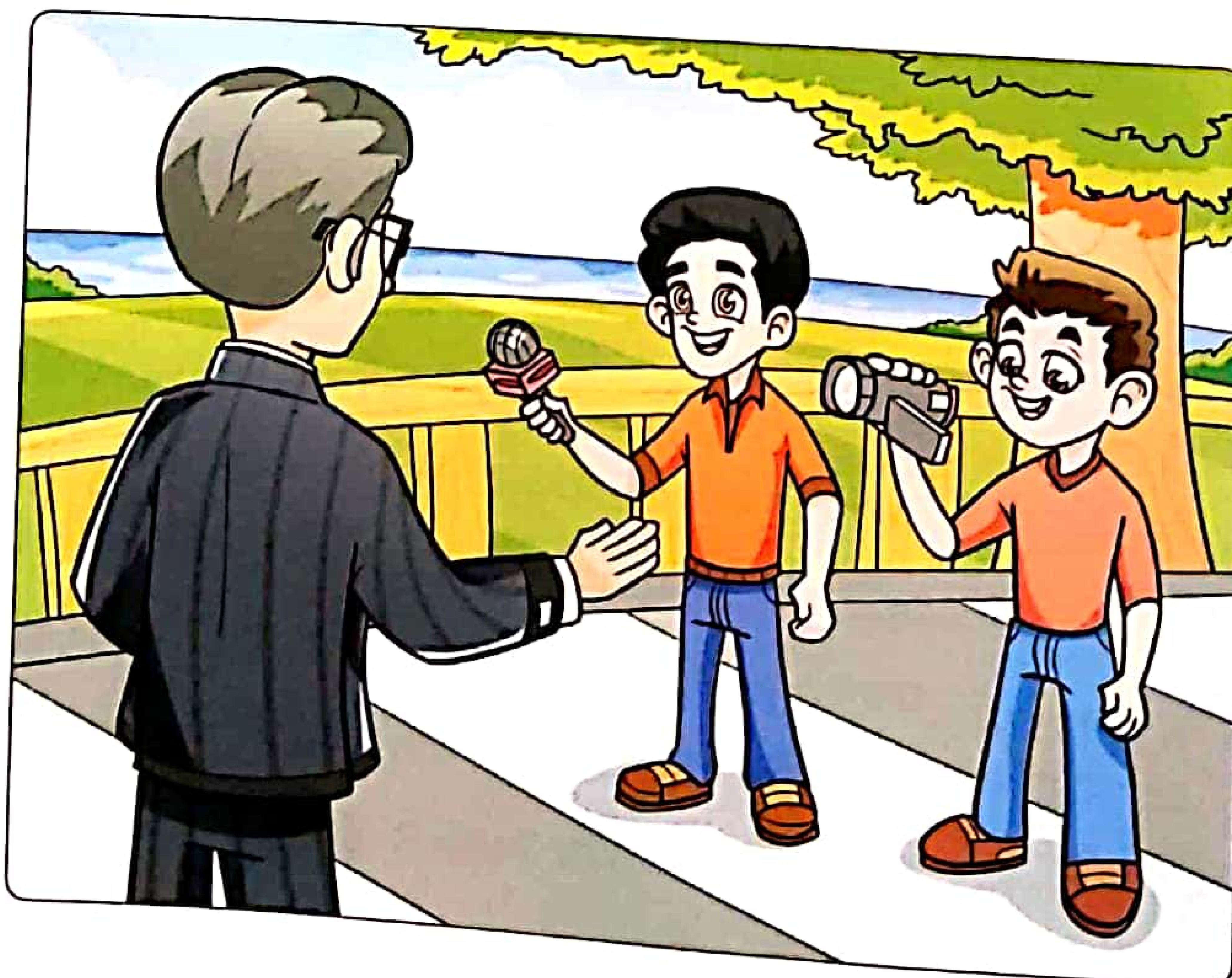
You : Please, give us an advice to be successful and have a positive impact on our community.

Leader : ....

....

You : Thank you for your time and advice.

Leader : Thank you.



Notes for parents

- Help your child to complete the previous interview.

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I HAVE LEARNED THAT

Volunteering : is how people like you and me can help our community and others without being paid.



The government is led by the president.

The government features ministries with different responsibilities to help citizens, such as:



Ministry of Education



Ministry of Environment


Ministry of Health

Jobs can have an impact on community such as :


Firefighter

- I work to overcome fires and protect people from it.
- I am a leader of a group of firefighters.

There are many traits to be a good leader such as :

- Loyal
- Cooperative
- Brave

Lesson 5

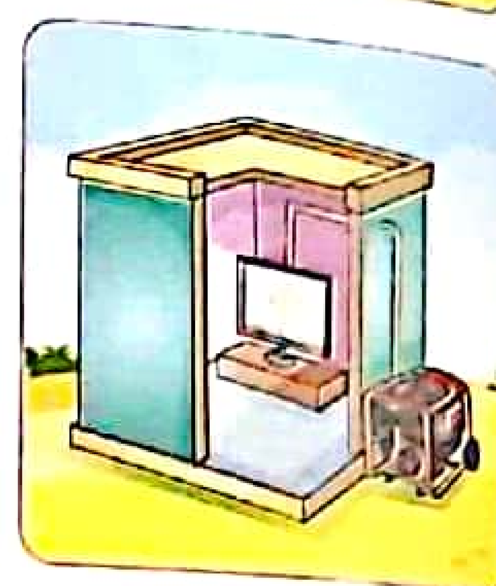
1. A Problem At The Oasis

Activity Read the following problems of an oasis, then choose the best solution and write why you choose this solution.

1 **Electricity :** Oasis does not have an electric source.



Solution A : People at the oasis can use solar energy to get electricity.



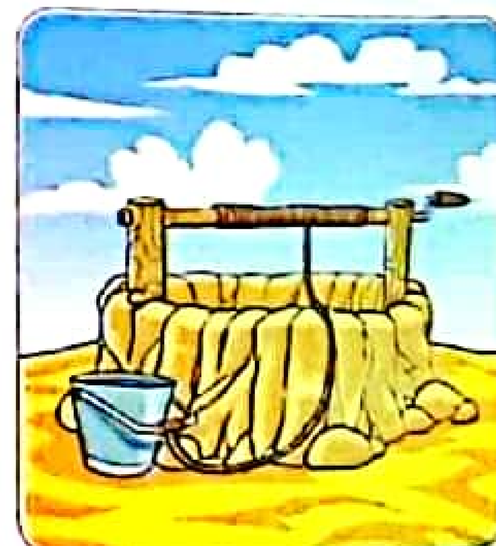
Solution B : By using generator to get electricity.

I choose solution ....

Because ....

....

2 **Clean water :** Oasis gets clean water from underground surface.



Solution A : People can use a bucket and a rope to get underground water.



Solution B : People at the oasis can use a water pump to get underground water.

I choose solution ....

Because ....

....

Notes for parents

- Discuss with your child other examples in life about how choose the right decisions in problems.
- **Integration of subjects :** Social studies (how to make a decision that can affect others and the environment) – English (reading and writing).
- **Life skills :** Decision-making – Problem-solving – Self-management.

2. Decisions Gameboard



Activity

- **Play the game with your friend (a free gift with the book) to help the farmer to plant his crop.**
- **The winner is the player who reaches square 64 first.**

- Discuss with your child the importance of making a decision that can affect others and the environment
- **Integration of subjects :** Social studies (following steps to reach the aim) – English (reading and repeating words).
- **Life skills :** Good listening – Verbal communication.

3. I Can Help

Activity Volunteers collect trash from neighbours and they want to classify these trash to make recycling.

Put stickers in the suitable place to classify trash.





Metal Trash	Paper Trash	Plastic Trash

Notes for parents

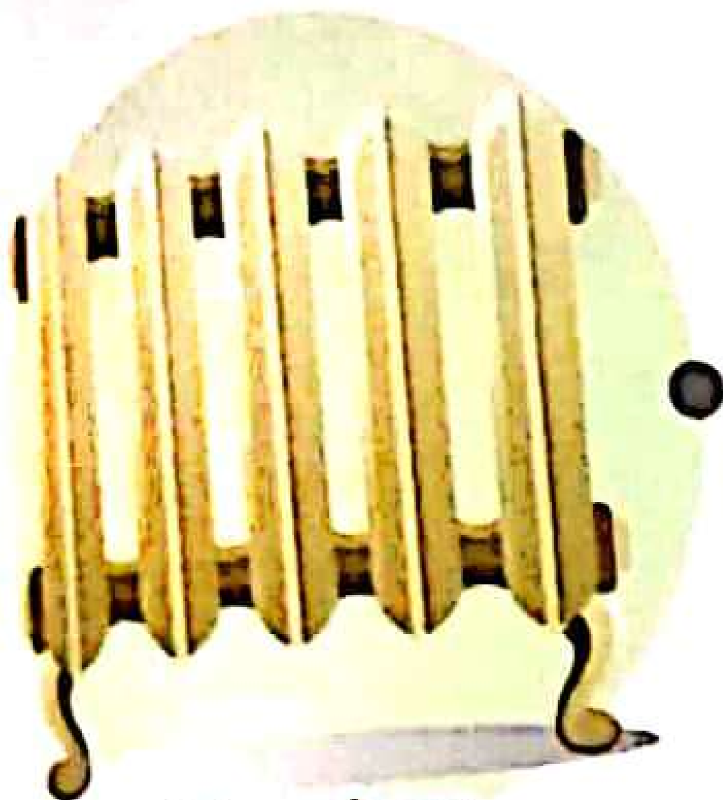
- Discuss with your child how to classify trash to make recycling.
- **Integration of subjects :** Social studies (opportunities for participation in local or regional issues) – Vocational fields (protect and conserve the environment) – Economics and applied sciences (family relations).
- **Life skills :** Collaboration – Setting clear goals – Observation.

Note Stickers are at the end of the book

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1. Advantages And Disadvantages

Activity Complete the following sentences and match each of them to the suitable picture as shown in the answered example.



Heater

Advantage : Communication.

Disadvantage : ....



Mobile

Advantage : ....

Disadvantage : Probability of making short circuit.



Computer

Advantage : Transport of goods.

Disadvantage : Pollution and noise.



Advantage : ....

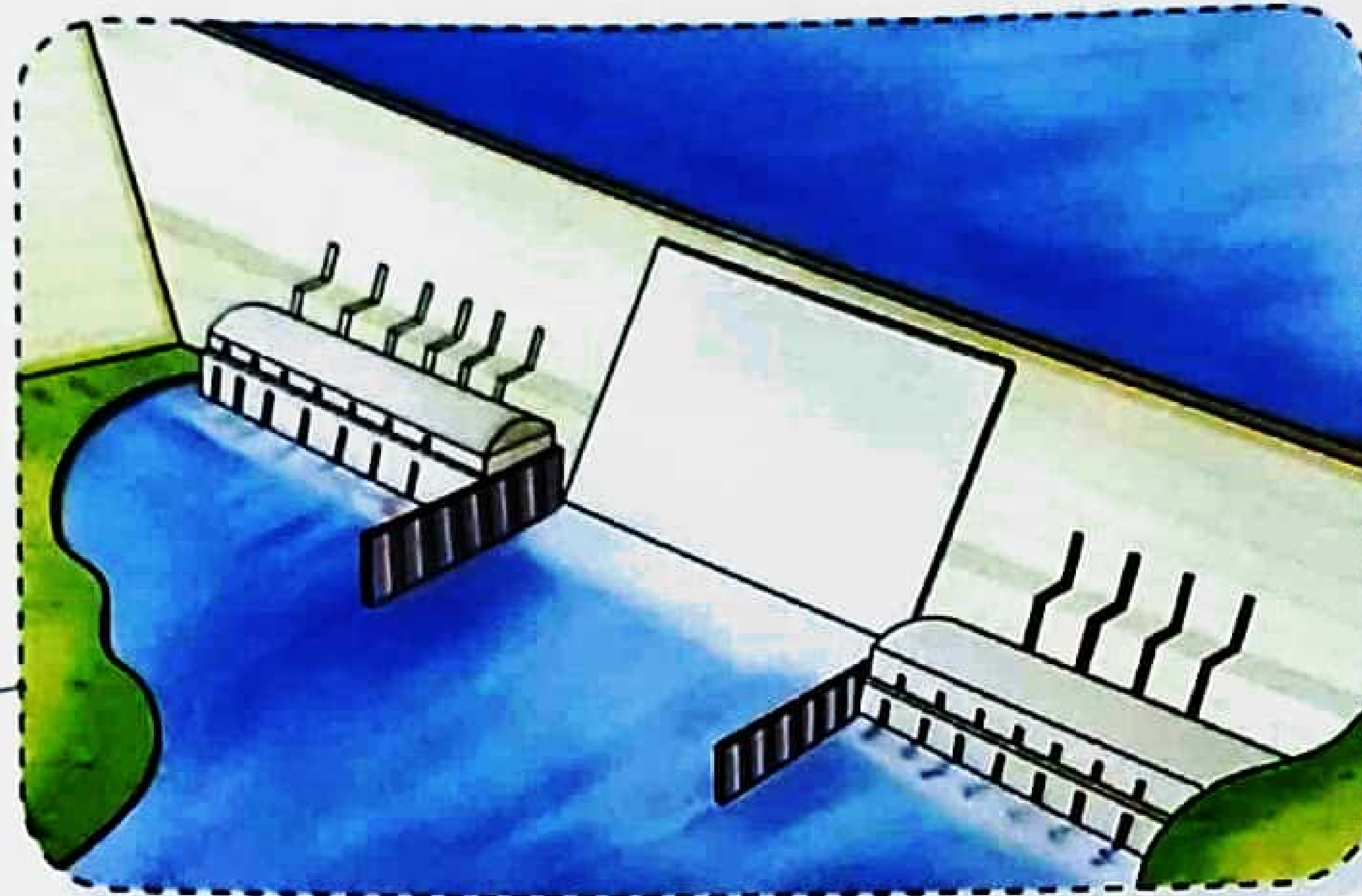
Disadvantage : ....

- Discuss with your child other examples of advantages and disadvantages of different technologies.
- **Integration of subjects :** Social studies (knowing advantages and disadvantages of different technologies) – English (reading and writing).
- **Life skills :** Observation – Setting clear goals – Sharing.

2. Technology And Floods

Activity Read the following, then complete.





Dam

Advantage

Stops rising water from entering a river or canal.

Disadvantage

Prevents clay from agricultural lands.



Sandbags

Advantage

....

....

....

Disadvantage

....

....

....

Notes for parents

- Discuss with your child how technology helps to prevent floods.
- Let your child recognize the advantage and disadvantage of using sandbags to prevent floods.
- **Integration of subjects** : Social studies (knowing how technology help to prevent floods) – English (reading and writing).
- **Life skills** : Observation – Discovering – Setting clear goals.

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Build A Dam

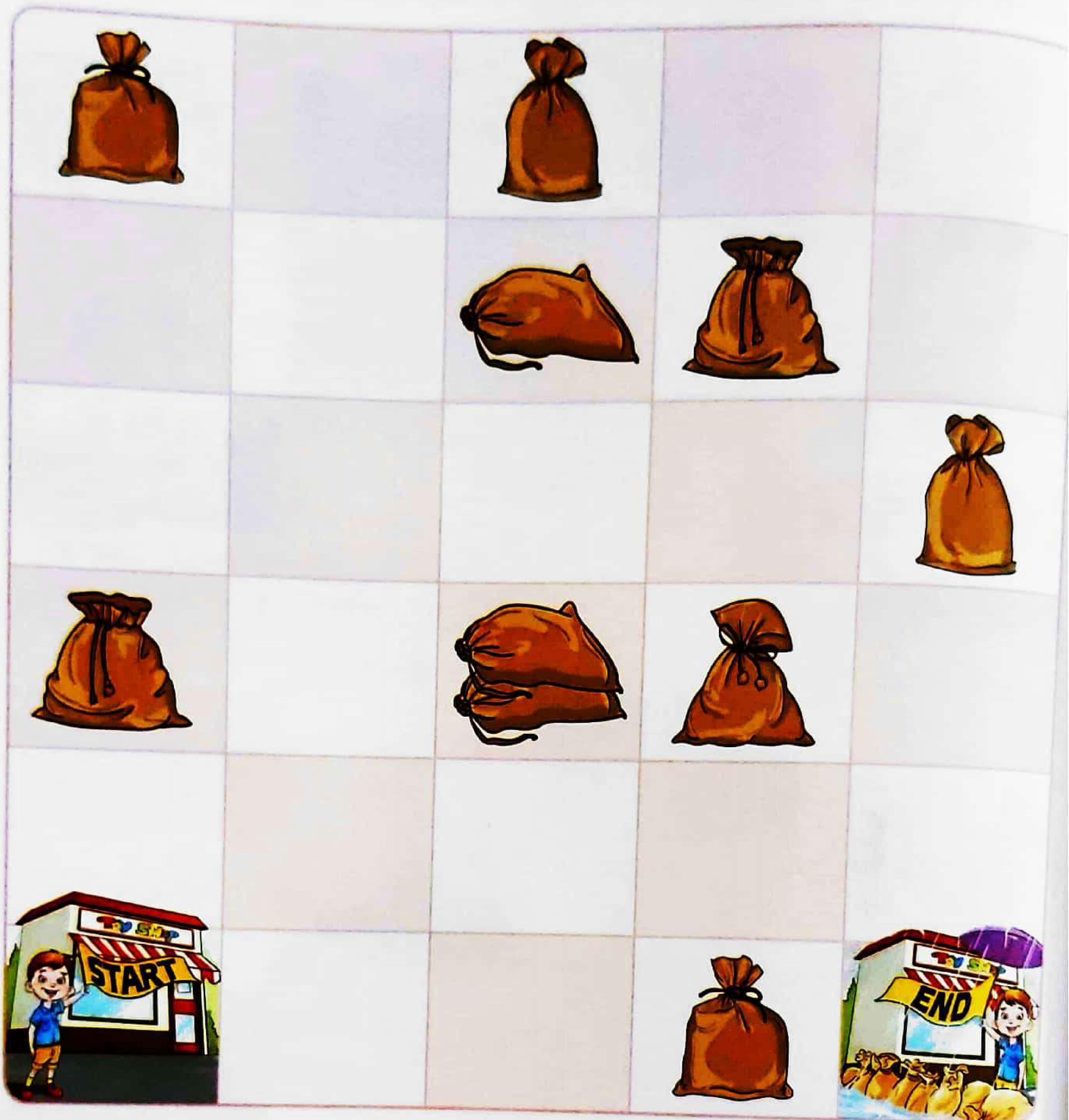
Activity 1 Choose the suitable code to help the digger to reach the dam to build it up.



1. → → ↓ ↓ → ↓ ← ↓
2. → ↓ ↓ ↓ → ↓ ← ↓
3. → ↓ → ↓ ↓ ↓ ↑ ←
4. → ↓ → ↓ ↓ ↓ → ↓

- Help your child to recognize the right code.
- **Integration of subjects :** Social studies (following steps to reach the aim) – English (reading and repeating words).
- **Life skills :** Setting clear goals – Identifying – Observation.

Activity 2 Help the boy to collect all sandbags to protect his toys store from flood by drawing arrows (↑ → ← ↓) in the table below.



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Notes for parents

- Let your child help the boy to protect his toys store by collecting all sandbags.
- **Integration of subjects** : Social studies (following steps to reach the aim) – English (reading).
- **Life skills** : Setting clear goals – Identifying – Observation.

I HAVE LEARNED THAT

Technology has advantages and disadvantages such as :



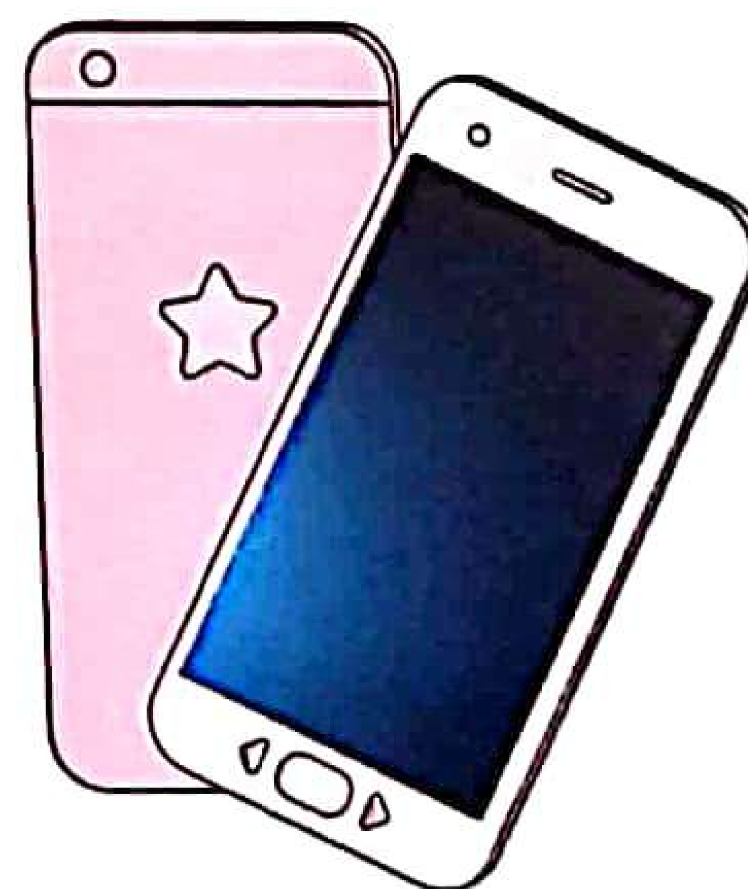
Advantage : Transport of goods.

Disadvantage : Pollution and noise.


Heater

Advantage : Air warming.

Disadvantage : Probability of making short circuit.


Mobile

Advantage : Communication.

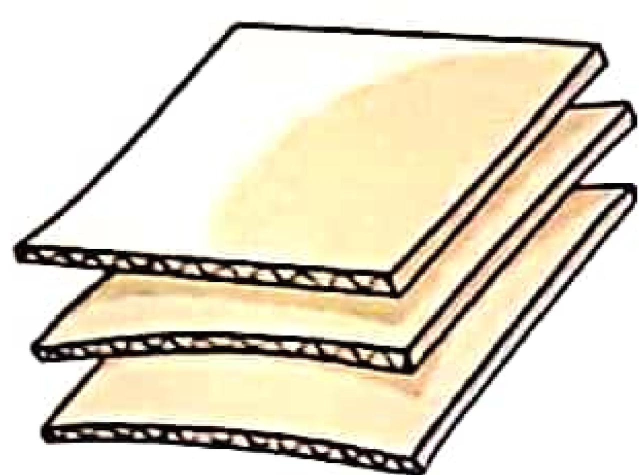
Disadvantage : Time wasting.

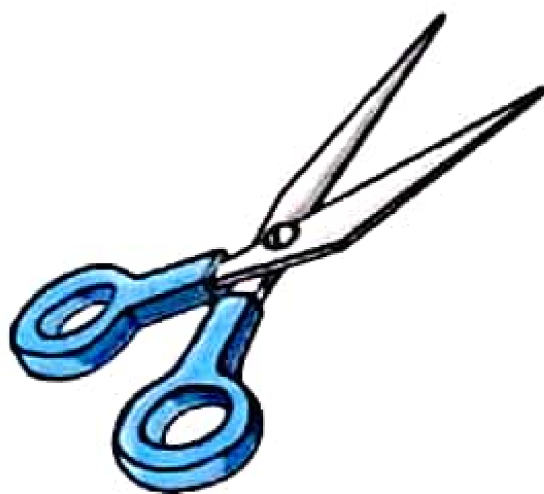
Lessons 8 to 10

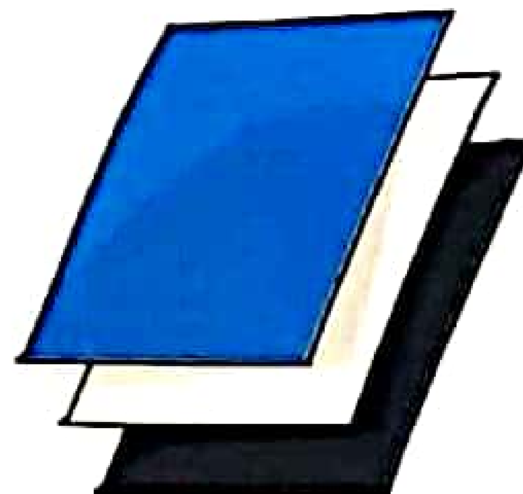
PROJECT

Building A Dam

Materials :


Some pieces of cartons


Scissors

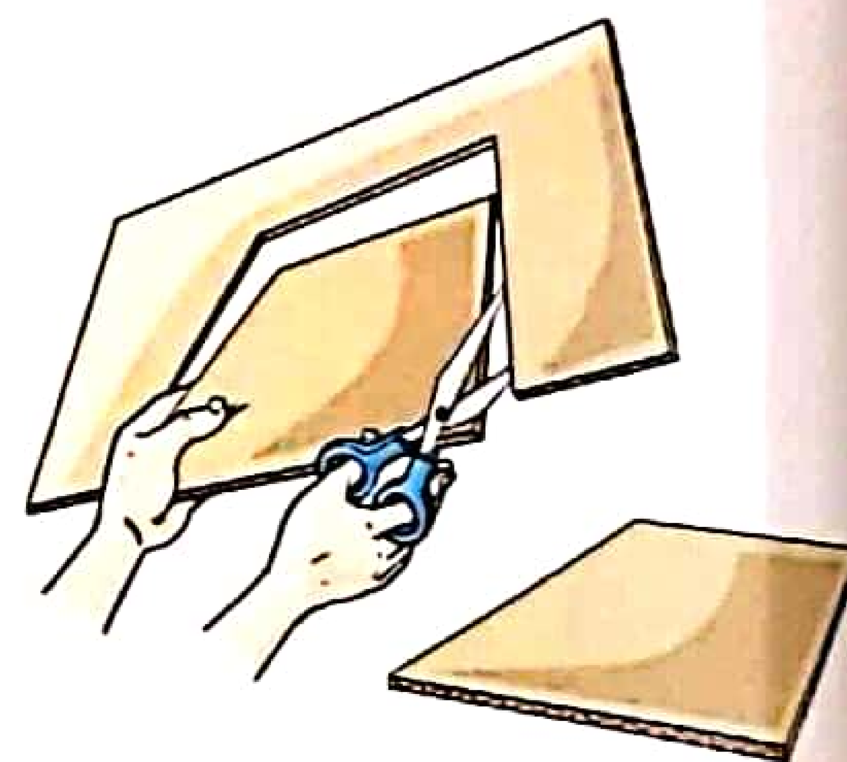

Colored papers (Blue - Black - White)


Wax gun

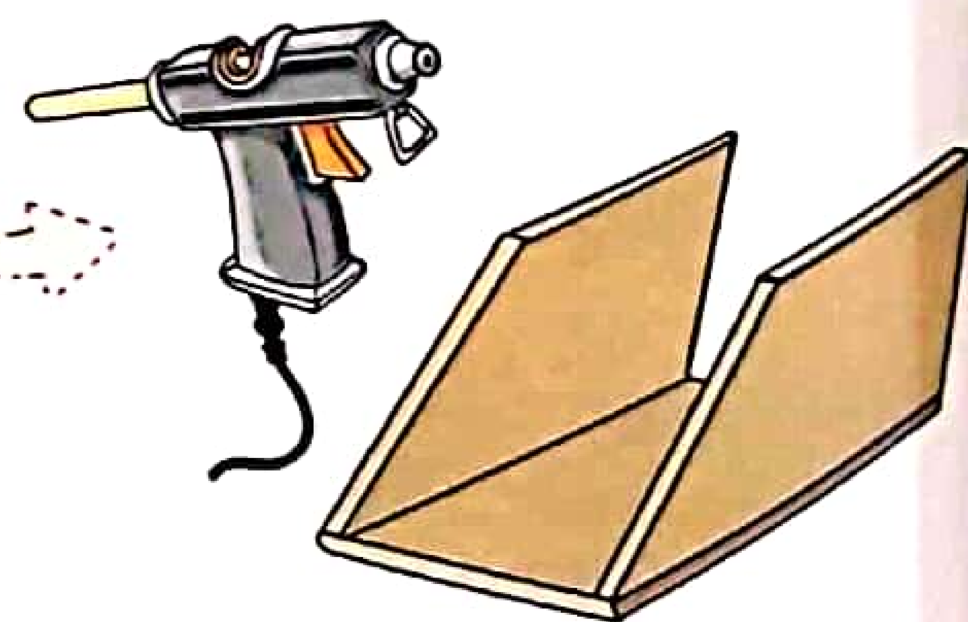

White and red straws

Steps :

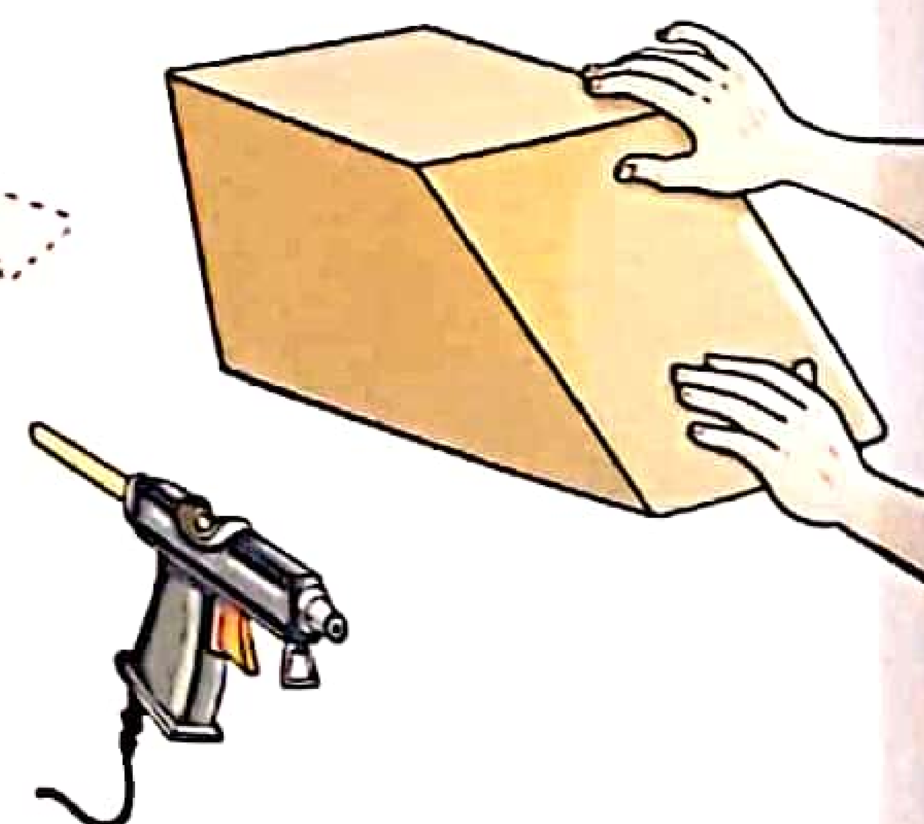
1. Cut two pieces of cartons as shown in figure.



2. By using the wax gun, fix the two pieces of cartons on the base carton as shown.



3. Now cut 2 square pieces of carton and by using the wax gun fix one of them in the back and the other one in the front.



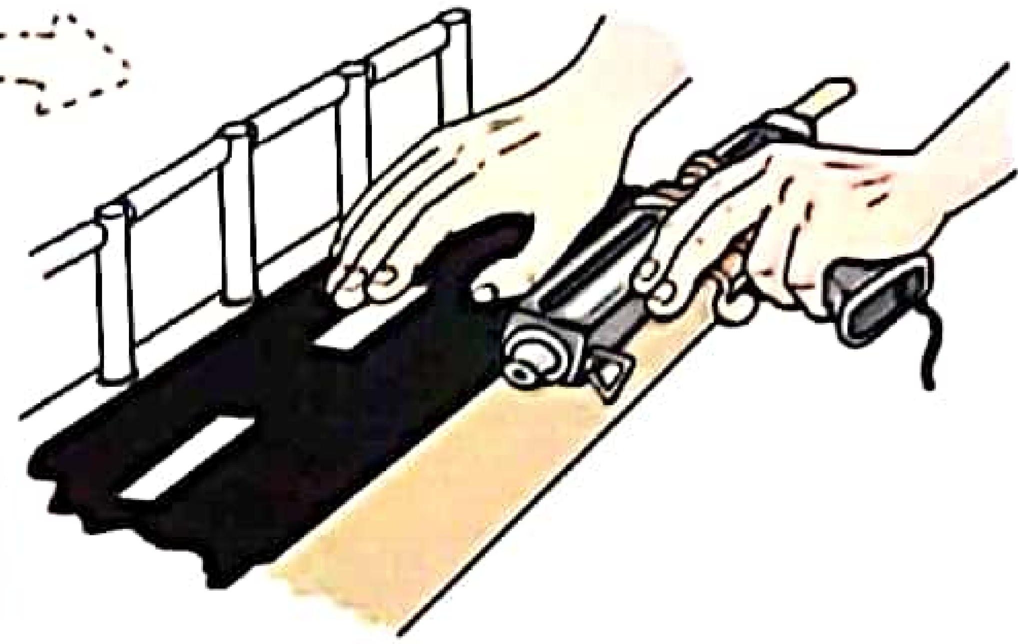
Notes for parents

- Help your child to make the craft of dam.

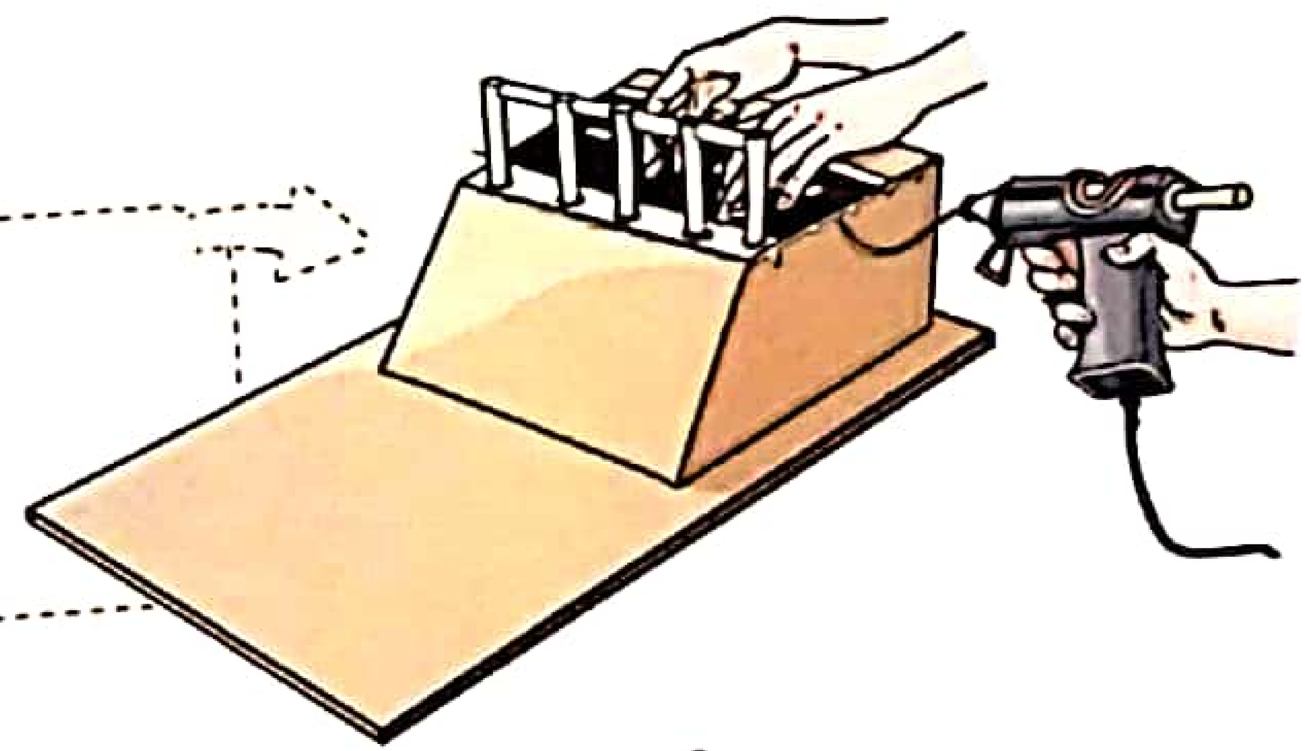
4 Cut a rectangular piece of carton and cover it with black paper.



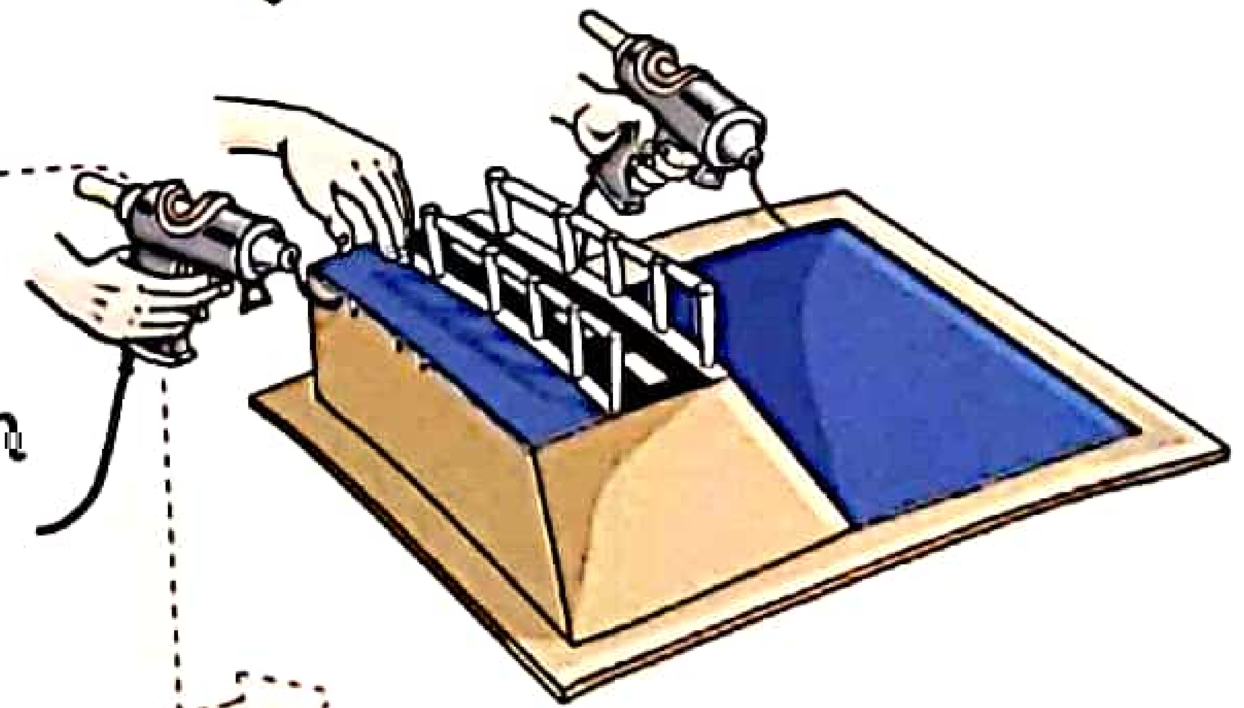
5 By using rectangular pieces of white paper, make road lines and by using white straws, make two sides of road as shown in figure.



6 Fix the road model on the upper part of the carton box.



7 Stick blue paper on the carton box and by using the wax gun, fix one of them on the box carton in the back side and the other one in front of the carton box.



8 Fix red straws to make the canals of dam as shown.

